

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

First State Military Academy

Name of Proposed School

C. Scott Kidner

Name of Contact Person

C. Scott Kidner

Name of the Head of the Board of Directors

9 East Loockerman Street,
Suite # 309,

Dover, Delaware 19901

Mailing Address of Contact Person

August, 2013

Proposed Opening Date

302-734-4486

Telephone Number of Contact Person

9-12

Grades for School

302-734-1190

Fax Number of Contact Person

csk@kidner.com

E-mail Address of Contact Person

First Year Enrollment

325

Total Number

9,10

First Year Grade Span

Second Year Enrollment

450

Total Number

9,10,11

Second Year Grade Span

Third Year Enrollment

575

Total Number

9,10,11,12

Third Year Grade Span

Fourth Year Enrollment

700

Total Number

9,10,11,12

Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment

Grade	Number
9	175
10	150
Total 1st Year Enrollment	325

Second Year Enrollment

Grade	Number
9	200
10	150
11	100
Total 2nd Year Enrollment	450

Third Year Enrollment

Grade	Number
9	200
10	200
11	135
12	65
Total 3rd Year Enrollment	575

Fourth Year Enrollment

Grade	Number
9	200
10	200
11	180
12	120
Total 4th Year Enrollment	700

Narrative

The First State Military Academy founding board and committee is proud to present an application for a charter high school located in Kent County that will be modeled after the highly successful Delaware Military Academy charter high school in New Castle County. While a number of high schools in the county offer JROTC programs, First State Military Academy will be grounded on the values and precepts of JROTC from the moment of enrollment to the final graduation walk and at all times during, differentiating this school from all other high schools in the county that simply offer JROTC as an elective to a comprehensive school program.

The First State Military Academy mission is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of its cadets. By cultivating an environment that rewards honesty, integrity, teamwork, and commitment, cadets will develop respect for themselves, those on whom they depend, and those that depend on them, ensuring successful entry into adult life. FSMA will open with a small cadet population (325 students in grades 9 and 10) that will foster a strong and stable first year and eventually grow to 700 cadets.

The founding board, which is comprised of a number of community leaders and parents of school-aged children in Delaware, believes that authentic parent engagement is the tool to success for this school. To that end, parents have been engaged to sit on board committees established to develop this application. This same parent engagement will continue throughout the life of the school. Parents will be included in celebrating successes as well as addressing challenges that their children may experience during high school. The founding board and committee represent a depth and breadth of expertise in business, education, facilities, and community relations that demonstrate the capacity to not only execute a charter application, but to also appropriately guide the school from pre-operation to the day when the operational governing board takes the reins.

This charter application reflects lessons learned from past charter schools. The founding board has completed a series of financial workshops with a former financial director of a charter school, and has an unusually deep awareness of the specific fiscal challenges presented in operating a charter school in Kent County. The founding board made great efforts to survey the community regarding general interest toward the school to ensure that projected enrollment numbers were realistic. The board also recognized that a successful school leader with expertise in the delivery of curriculum, Delaware law and regulation, charter schools, finance and budget, and JROTC was essential to success, but an incredibly tall order to meet without significant preparation. Thus, prior to opening day, the school leader will formally shadow three charter school leaders to gain expertise in charter school operations and expectations prior to the first day of school. To further support increased faculty capacity upon opening, a memorandum of understanding will be created with the Delaware Military Academy to define further start-up support related to staff development and operations management.

This application represents months of work by more than 25 people. Many more people from the Delaware charter school community not named in this application have reviewed specific areas and provided input and support. This effort reflects the commitment of founders, educators, and residents of Delaware who believe that the First State Military Academy will be an excellent addition to the portfolio of public school choices in Kent County.

1. Applicant Qualifications

- a. **Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications – provide original documentation and any changes.**

The First State Military Academy founding board and committee includes a diverse community, including parents of future cadets, business and community leaders, educators, parents of former Delaware Military Academy cadets, and retired military officers, most of whom are residents or employed “below the canal”. The diversity of the founding committee exemplifies the principles of the charter school movement – community-founded, talent-powered, and outcomes-driven. With more than 25 people serving on the founding board and committee, either in leadership or support roles, the group reflects the level of commitment and service required to not only write the charter school application, but to execute the establishment and successful operation of the First State Military Academy.

In establishing the founding board, the executive committee (chair, vice-chair, treasurer, and secretary) was first appointed. Each member of the executive committee has made the highest level commitment to the project and has volunteered countless hours to ensure completion of the application. The members of the executive committee have played a critical role in coordinating the application development, including timelines, reporting, and other executive decisions. In order to address the individual questions posed within the application, the executive committee identified key areas that would require committee work. The following committees were established and assigned to unique parts of the application process: Finance and Compensation, Facility, Academic Excellence, Human Resources, Community Engagement, and Executive Committee. From each of these committees, committee chairpersons were selected. Selection of committee chairpersons were based on the following:

- Knowledge of content area
- Commitment to project as a volunteer, both currently and in the future
- Commitment of time toward the project

Committee chairpersons were then appointed to serve as members of the founding board and were given the role of serving as the first line of development and editing of the particular section of the application related to their content area.

The members of the Finance Committee include the founding board treasurer, the committee chair and committee members with expertise in Delaware First State Financial system, charter school financial management, corporate financial management, and fundraising. The committee has utilized information derived from the facility committee, community engagement committee and academic excellence committee to develop a budget that reflects the realities of charter school funding and expenses and the content presented in the application.

The members of the Facility Committee, which include professionals in the building trades, engineers, Realtors, and members of the finance and academic committee have evaluated multiple settings and concluded that the funding projected in the budget for facility is realistic and achievable in Kent County. The group has developed a facility evaluation matrix to collect information related to potential sites to effectively and professionally evaluate the viability, costs, and alignment with school mission of each site examined.

The members of the Academic Excellence committee, which includes a number of Delaware certified educators, is led by a former college-level administrator. The committee has carefully examined the highly successful Delaware Military Academy academic model, identifying areas of synergy. This committee has identified areas of the model that will be adjusted to reflect the needs of the proposed student body and developed partnerships that will capitalize on the DMA relationship to build staff and leadership capacity upon opening. The committee has provided critical support related to curriculum and to developing goals related to staff performance, student evaluation, student handbook, and whole school operations.

The members of the Human Resources Committee have developed a process for selecting key leadership team members who will be appointed to drive the school when approved. This group will serve as the board's nominating committee to select the superintendent and eventually to select future board members once the charter is approved. This committee also has evaluated the school's employee handbook.

The Community Engagement Committee has developed a process that explored the viability of the proposed school. Most importantly, the committee has provided data that demonstrates a likely student population related to enrollment projections set forth in the budget. This information proved essential to the Finance Committee in establishing the projected student population and the related student-count related funding. This group, upon approval of the charter, will be focused on student recruitment.

The Executive Committee serves as the hub of the founding committee. The executive committee has developed a governance plan for the school, and has managed the overall execution of writing the charter, in collaboration with the various committee chairs, and the project manager.

Executive Committee

Chair – C. Scott Kidner (Parent)
Vice Chair – Christopher Weeks (Parent,)
Treasurer – Karen DeLissio (Parent)
Secretary – Manny Cuesta (former DMA Parent)

Finance Committee

Chair – Kevin Donnelly
Karen DeLissio (Parent)
Jack Wintermantel (Superintendent, Delaware Military Academy)
Robert Bennett – (Delaware Certified Teacher)
David Boothe
Conny Malmberg
Christian Olsen

Facility Committee

Chair - Dave McGuigan (former DMA Parent)
Antonio Janairo
Ltc. Channing Green
Conny Malmberg
Manuel Cuesta
Christian Olsen
Eric Howlett

Academic Excellence Committee

Chair -- Antonio Janairo

Charles Baldwin (President, Charter School of Wilmington)

James Rutherford (Delaware Certified Teacher)

Barbara Brown (Retired Delaware Certified Teacher)

Don Crouse (Delaware Certified Teacher)

Robert Bennett (Delaware Certified Teacher)

John Dunick (Delaware Certified Teacher)

Human Resources Committee

Chair -- Dennis Dinger (Parent)

Lauren Garcia (Parent)

C. Scott Kidner

Christopher Weeks

Jack Wintermantel

Charles Baldwin

Don Crouse

Community Engagement Committee

Chair -- Michael Bennetti (Parent)

Lauren Garcia

Lincoln Willis

MG Frank Vavala

Robert Moore

Manny Cuesta

Charles Baldwin

James Rutherford

- b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications – provide original documentation and any changes)**

The group first began meeting in January 2011 under the direction of C. Scott Kidner. Mr. Kidner, a lobbyist who has worked with the Delaware Charter Schools Network since 2008, is well versed on the benefits and challenges of charter school operations. Mr. Kidner was especially interested in the Delaware Military Academy model based on his past military experience. Mr. Kidner served honorably in the Army as a decorated Captain and was activated as a Company Commander in 1990 during Operation Desert Storm. His previous employment includes serving as the Vice President of Operations and Director of the Delaware Retail Council for the Delaware State Chamber of Commerce, the Vice President of Government Affairs for the Delaware Association of Realtors, and the New Hampshire Chief of Advance for the Pete DuPont for President Campaign. A parent of three sons, Mr. Kidner is active not only in the business and government community, but also in various church, school and community organizations. Through his contacts in business, politics, and education, Mr. Kidner assembled a core of the committee that expanded to the current group that presents the charter today.

From the outset, the founding committee has remained focused on ensuring that the First State Military Academy is developed upon a successful model and given the tools to remain a successful school. As members of the founding committee joined with the effort, they were given a clear overview of the mission and vision of the school and invited to attend regular monthly meetings regarding the development of the charter application.

Recognizing the challenge of developing and implementing a quality charter school, Mr. Kidner reached out at the onset of this effort to the Delaware Military Academy superintendent Jack Wintermantel and former DMA Commandant Charles Baldwin to identify areas of synergy and partnership that may assist in the development of the charter and synergies that may further support operational success. A letter of support has been received from Jack Wintermantel regarding coordinated staff development and logistic assistance in day-to-day operations.

As committees were identified, chairmen were appointed and the founding board established. Committee chairs began to reach out to others in the community who might support the effort. The deep committee structure helped drive the application process and resulted in a number of thoughtful decisions.

The founding board further recognized that the success of the school sits firmly with the capacity of the Superintendent and Commandant. With this understanding, the governing board has reached out to three highly respected current charter school leaders to ask that they partner with First State Military Academy as mentors to the school's future leadership team. Upon approval of the charter, the board will develop a Memorandum of Understanding with these charter schools to establish a formal relationship that will result in a mentoring cycle for the FSMA Superintendent at each school, which will include a minimum amount of time shadowing day-to-day activities of each leader. Partners in this effort include: Jack Wintermantel, Delaware Military Academy; Charles Baldwin, Charter School of Wilmington; and Edward Emmett, Positive Outcomes Charter School. This mentoring will afford the school's Superintendent important immersion in charter school leadership in Delaware as well as increased awareness in serving diverse student bodies. Please see Appendix A for a copy of the letters from these school leaders related to this support.

As the board began to delve in depth into writing the charter, it recognized the need for increased capacity in particular areas. To that end, contracted support was provided by Mr. Robert Bennett, the former business manager at Campus Community Charter School and a Delaware Certified Teacher and special educator, and Susan Harris, former director of the Delaware Charter Schools Network. Both committed countless volunteer hours to the project.

- c. **List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school. (Renewal/Modifications – provide original documentation and any changes)**

All of the members of the founding board either reside and/or work "below the canal", thus the intent of locating the First State Military Academy in Kent County. Because of their knowledge of Kent County, the group recognized that the continued boom in growth in the area provided an excellent opportunity to expand choice to families and provide a relief valve to local high schools that are contending with expanding high school populations. Establishing a charter high school in Kent County will not only help ease overcrowding in local districts in an economically

efficient manner, but it will also present a valuable choice in public high school education in a county where there are few such options.

After much discussion, the founding board decided that any founding committee member that was interested in future employment at the school would be restricted from founding board membership. This decision was based on the potential conflict of interest posed in selecting the FSMA Superintendent if that candidate was a board member or further conflicts for the Superintendent as he/she selected staff.

Board Member Name	Address	Phone Number	Identification
C. Scott Kidner	3 Shinnecock Road Dover	302-674-4522	Parent, Community Member
Christopher Weeks	20897 South Avenue Rehoboth Beach	302-227-0750	Parent, Community Member
Karen DeLissio	212 Casper Way Middletown	302-378-1312	Community Member
Manny Cuesta	56 N. Timothy Court Dover	302 760 2609	Former DMA Parent, Community Member
Michael Bennetti	202 Pebble Valley Drive Dover	302-735-1530	Parent, Community Member
Dennis Dinger	150 Lafferty Lane Dover	302-260-9691	Parent, Community Member
Kevin Donnelly	106 S. Governors Avenue Dover	302-632-1202	Community Member
Lauren Garcia	22 Maria Lane Smyrna	302-981-9057	Parent, Community Member
Antonio Janairo	644 Venue Drive, Dover	302-730-9412	Community Member
David McGuigan	128 Westside Lane Middletown	302-376-3538	Former DMA Parent, Community Member

d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of cadets to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)

The founding board will transition to an operating board prior to the first instructional day of school. Founding board members will be given the opportunity to continue service as members of the operating board. Prior to the first instructional day of school, as per the current by-laws, the operating board will appoint a parent and a teacher to the board.

The first parent representative and teacher representative will be appointed by the Superintendent, vetted by the board nominating committee, and appointed to the board for one year service prior to the first instructional day of school. Prior to the operating board's first annual meeting, a teacher representative will be nominated by the faculty and approved by the board for a two year term at the annual meeting. Prior to the operating board's first annual meeting, a parent representative will be nominated for a two year term by a committee comprised of the president of the parent-teacher organization, the Superintendent, a faculty member, and the chairman of the nominating committee. At that time, the full governing board will approve those appointments.

The founding board has already established a strong recruitment and succession model through the effective committee structure. Committee members who are not members of the board are able to see first-hand the work and responsibility of serving as a board member. Defined committees of the board's by-laws call for diverse membership from which future board members may be identified.

Charter school board membership is an enormous commitment of both time and energy. To ensure that effective board members are recruited, the executive committee, with the school leader, will develop a board handbook. The handbook will outline the roles and responsibilities of the governing board and will help the board in determining skill sets necessary for effective governance. Prior to nomination of any board member, including teachers and parents, the handbook will be shared to ensure understanding of the expectations of board membership.

Prior to the annual meeting of the board, the nominating committee will complete a skill set matrix evaluating existing skills of the board, the skills of off-boarding members, and the skills needed in new board members. The nominating committee will be tasked with developing a procedure for appointment that takes into account the skill-set matrix to ensure a diverse and effective governing body.

- e. **Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications – provide original documentation and any changes)**

As mentioned, the founding group is based on a deep committee structure, lead by a committee chairman that serves as a member of the founding board. This structure is designed to not only capitalize on the expertise of many in developing the content of the application, but also will continue to serve as an important tool in maintaining a pool of qualified candidates as new board positions are available. Additionally, this structure ensures that the board maintains collective experience in the areas necessary to govern a charter school or has access to expertise in the specific areas identified below. Please refer to Appendix B for a copy of a profile of founding board members.

- 1) **Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

The founding board and its committees understand that academics are the key to a successful school and that the distinct expectations of the Delaware Department of Education as an authorizer in the three phases of the chartering (application, pre-operation, operation) call for clear and demonstrable capacity in curriculum, instruction and academic leadership. To that end, the following founding group members engaged in the application development related to curriculum and instruction.

Name	Degree	Expertise
Antonio Janairo	M.S., Engineering	As a facilities director in higher education, Mr. Janairo has a keen awareness of the expectations of cadets in higher education and drives the committee to develop academics and learning around ensuring those expectations are met.
Robert Bennett	B.A., Business Administration M.A., Education Delaware Certified Teacher	As a current special education teacher at Dover High School, Mr. Bennett has worked in the high school area related to content and teacher performance. He is engaged in a number of committees related to curriculum and teacher evaluation.
James Rutherford	B.S., Mathematics Delaware Certified Teacher	A current high school mathematics teacher, Mr. Rutherford is a former mathematics teacher at Delaware Military Academy and has been engaged in a number of initiatives related to teaching in the state.
Charles Baldwin	MS, School leadership	A former teacher and leader of Stanton Middle School and Delaware Military Academy, Mr. Baldwin is the current President of Charter School of Wilmington
Karen Jardine	Delaware and National Board Certified Teacher	Ms. Jardine is the Dean of Instruction at Delaware Military Academy and has provided support in relation to course description and content at DMA.
Barbara Brown	B.A., Retired Delaware Certified Teacher	A former teacher, Ms. Brown serves as a commenter on curriculum.
Don Crouse	M.A, English Delaware Certified Teacher	Mr. Crouse serves as a commenter on curriculum and is a college instructor.
John Dunick	B.A., Business M.B.A. Delaware Certified Teacher	Mr. Dunick is engaged with project based learning at his current school in Camden.

2) Business management, including but not limited to accounting and finance.

The founding board and finance committee are well represented by community leaders with expertise in accounting and finance, both in the private business sector and in the public sector that is governed by the State of Delaware

Name	Degree	Expertise
Kevin Donnelly	B.S. in Forestry, Minor in Land Use Planning	Mr. Donnelly's expertise in finance and government service stretches to his work under three Delaware administrations, eventually serving as the director of DeNREC's division of water resources, where he was responsible for budgeting and planning for the state's water supply.
Karen DeLissio	B.S., Computer Science, West Point M.S., Information Systems Technology	As a Systems Engineer at Boeing, Ms. DeLissio is a team lead on multi-million dollar projects, requiring on time and on budget performance.
Jack Wintermantel	B.A.	Mr. Wintermantel is current Superintendent of Delaware Military Academy and was the founding business manager of DMA. He is well versed in the start up costs of a similar school and the operating costs.
Robert Bennett	B.A., Business Administration M.A., Education	Mr. Bennett served as the former business manager of Campus Community Charter School.
David Boothe		Financial Planner/business owner
Connie Malmberg		Attorney, commercial property owner and developer
Christian Olsen		Commercial insurance broker with Willis, Inc.

3) Personnel management.

Many members of the founding group have expertise in personnel management. However, the group also recognizes that upon approval of the charter, the management of all personnel below the Superintendent will be the responsibility of the Superintendent and Commandant.

Dennis Dinger	B.S., Engineering	President/CEO of George and Lynch, Mr. Dinger supervises senior level personnel and has expertise in developing job descriptions and senior level personnel evaluation.
C. Scott Kidner	B.S., Business Administration	Working in a number of non-profit organizations, Mr. Kidner has expertise in developing and executing executive staffing and contracting.
Jack Wintermantel	B.S., Finance	Mr. Wintermantel helped develop the job descriptions and has committed support in helping select the school leadership, and assisting the future school leadership team in selecting personnel.
Charles Baldwin	MA School Leadership	Mr. Baldwin helped develop the job descriptions and has committed support in helping select the school leadership, and assisting the future school leadership team in selecting personnel.
Lauren Garcia	B.S., Human Resource Management	Ms. Garcia has managed personnel in various business positions.
Don Crouse	M.A., English	Mr. Crouse has worked in schools and has a depth of understanding of the leadership qualities necessary for successful school operations.

4) Diversity issues, including but not limited to outreach, student recruitment, and instruction.

The founding committee is particularly committed to ensuring that all cadets encounter a welcoming school. With that, the committee and board, itself, is diverse. Karen DeLissio entered West Point only five years after the school began accepting female cadets. To this day, women comprise less than 20% of the student body. Ms. DeLissio is a single example of many examples on the committee who will serve as the conscience in ensuring that all families interested in the school are encouraged to enroll and succeed at First State Military Academy.

Name	Degree	Experience
Karen DeLissio	B.S. West Point M.S. Information Systems Technology	As one of the groundbreaking female cadets at West Point, Ms. DeLissio brings the awareness that the discipline and opportunities presented by First State Military Academy should be available to all interested young women. She is committed to reaching out in both the professional community and her alumni association to support recruitment and outreach.
Manuel Cuesta	B.A., Communications M.S. Organizational Communications	Mr. Cuesta has worked in a variety of departments in the state of Delaware and is a recognized team leader in numerous projects and divisions. He is bilingual and will be charged with ensuring that all communications from the school are presented in both English and Spanish and will be supporting outreach into the county's Hispanic community.
Antonio Jianaro	B.S. West Point M.S., Engineering	Mr. Jianairo has a decorated history of serving in the military and supports the importance of diversity in creating a strong school community. As a retiree, he is committed to supporting outreach in the community.
Michael Bennetti	A.A., Business Management and Marketing	As a business leader, Mr. Bennetti has expertise in community outreach and marketing.
Robert Moore		Owner, Innovative Research Group.
David McGuigan	B.S.	A leader in the Delaware building community, Mr. McGuigan will utilize his relationships in the diverse Kent County community to support a diverse school community.

5) At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.

Key to diversity is ensuring that at-risk populations and children with disabilities are provided equal opportunities to be members of the First State Military Academy community and are provided with the necessary supports for school success. Membership in this committee includes two Delaware Certified teachers with a focus on high school, a former Delaware Military Academy parent and a member of the executive committee.

Name	Degree	Experience
Robert Bennett	B.S. M.A. Delaware Certified Special Education teacher.	Mr. Bennett has a depth of expertise in serving at-risk and special needs children. He is currently a special education/business teacher in Capital School District.
Manuel Cuesta	B.A., Communications M.S. Organizational Communications	Mr. Cuesta is active in the Kent County Hispanic Community and supports the Department of Justice and is aware of avenues for outreach to students at-risk of failure that my benefit from the FSMA model
John Dunick	B.S. Business M.B.A. Delaware Certified Teacher currently working with high-need students.	Mr. Dunick is a certified teacher and works at Positive Outcomes Charter School, which serves a significant population of students with disabilities.

6) School operations, including but not limited to facilities management.

Supporting the group in evaluating school operations is a team that understands the diverse demands of school operations and is able to connect the dots between day-to-day operations, business management, and academics.

Each founding board and committee member brings to the application diverse experience, either in facilities development, public operations management, school management, business management, or project management – all key to successful operations of a public/non-profit organization. Key to this awareness are deep briefings by Robert Bennett related to budget development and necessary operational line items that are required by law or essential to successful school operations. Following are the specific members who demonstrate the greatest depth of expertise in this area.

Name	Degree	Expertise
Kevin Donnelly	B.S. in Forestry, Minor in Land Use Planning	Mr. Donnelly's expertise prove invaluable in ensuring that school operations will meet its goals.
Jack Wintermantel		Mr. Wintermantel is provides expertise in school operations and has offered advice on operational issues throughout the process.
Robert Bennett		Mr. Bennett was instrumental in managing operations at Campus Community Charter School, and connects all areas of operations successfully
Michael Bennetti		Mr. Bennetti is an insurance agent and charged with understanding risk and risk management for the school..
Christopher Weeks	B.A MA, Architecture	Mr. Weeks has a depth of understanding related to charter school operations and demonstrated expertise in major project management and facilities development.
C.Scott Kidner		As a parent of students in private schools, Mr. Kidner easily connects the challenges of operation of educational institutions under tight budgets while delivery exceptional outcomes.
LTC Channing Greene	B.S., West Point	Mr. Greene has a wealth of professional experience drawn from both military and civilian work.
Dave McGuigan	B.S., Engineering	Mr. McGuigan has a DE Realtor's licence and is engaged in enginnering projects throughout the state.
Antonio Janairo	B.S., M.S. Enginnering	Mr. Janairo served as facilities manager for Delaware State University and has a high level of expertise related to institutional facilities management and costs.

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of cadets on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications – provide original documentation and any changes)

Name of Corporation: First State Military Academy

Date of Incorporation: March 15, 2011

Names of Corporation's Officers:

Scott Kidner, Chairman

Christopher Weeks, Vice-Chairman

Karen DeLissio, Treasurer

For a copy of the First State Military Academy Certificate of Incorporation, please see Appendix C. For a copy of the by-laws of the school's governing board, please see Appendix D.

3. Mission, Goals and Educational Objectives

- a. **Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)**

The purpose of FSMA is to create a full-time JROTC public school option not currently afforded to residents of Kent County that is designed to develop the next generation of leaders and provide them with the necessary skills and education to attend a university, a service academy, or to enter the work force directly. Building on the success demonstrated by the Delaware Military Academy, FSMA will reflect the culture and community of Kent County and create a charter high school that provides cadets with strong academics, while instilling a sense of discipline, duty and leadership.

The mission of the First State Military Academy is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of its cadets. Through an environment of academic rigor, military discipline, citizenship, leadership and the application of strong moral values, graduates will develop respect for themselves, those on whom they depend, and those that depend on them, ensuring successful entry into adult life.

The objectives of FSMA are very distinct and are thoroughly integrated into the values of the JROTC program and are centered on developing cadets who, while qualified to enter the armed forces or a service academy, holistically reflect the character and qualities necessary for success in college and career.

Specific objectives include:

- ✓ To engage cadets in learning experiences/activities that will result in improved academic performance;
- ✓ To expose cadets to additional meaningful educational experiences through field trips and to maximize community support;
- ✓ To ensure a safe, disciplined, orderly, and structured environment conducive to academic excellence;
- ✓ To provide an environment which emphasizes the understanding that honor is the keystone of all worthy endeavors and fosters the development of self-respect, integrity, and trust;
- ✓ To provide cadets with a program designed to develop leadership qualities;
- ✓ To provide cadets with a full range of extra-curricular opportunities; and
- ✓ To involve parents in the total education process of the cadet.

The school goals are directly related to the quality charter school indicators set by the Delaware Charter Schools Network. The quality indicators are based on a rubric designed by a national panel that included representatives from the charter community, legislators, the National Alliance for Public Charter Schools and the National Association of Charter School Authorizers. Presented below are preliminary operational goals that address the objectives above and the Quality Indicators, however, once the student body has been enrolled and the operating governing board established, specific targets will be finalized and presented publicly.

- 1) **Academic Success:** Cadets at FSMA will encounter a rigorous academic program that will prepare them for college and career. Student performance will be benchmarked

against state average in state originated testing and national testing, with the expectation that the aggregate student population will outperform peers nationally, statewide, and locally.

- 2) Mission Success: The school will achieve its mission as demonstrated by 100% of the cadets completing JROTC program requirements for graduation.
- 3) Financial Success: The school will be financially viable and responsive to changing economic situations.
- 4) Governing Success: The governing board will be engaged in continuous learning, will set forth targets related to goals; will annually evaluate itself in relation to those targets; will comply with all state requirements for public school boards, including all reporting requirements and all required training; and will provide transparency in all actions as designated by law.
- 5) Community Success: The school will meet enrollment targets and will complete an annual survey to evaluate community support.

b. Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)

The operating board of directors will adopt the Charter School Quality measures and metrics recommended by the Delaware Charter Schools Network. Prior to the first instructional day, the operating board will, with the Superintendent, review the Charter School Quality Indicators and develop specific targets for each of the identified metrics that reflect DEDOE regulation and internal quality expectations. The board agenda will be driven by regular updates related to the targets identified.

The governing board of First State Military Academy will be a performance management board, and with the Superintendent set specific SMART (specific, measurable, attainable, relevant, and time-bound) goals related to the school mission and objectives and then measure performance based on data collected related to each goal. .

The board will hold a retreat prior to its annual meeting. At this retreat, the board will evaluate its performance against the targets set for the previous year. The board will then adjust targets as necessary and set new performance goals to reflect the maturity of the organization and the strategic plans for the school.

Finally, upon moving from founding board to operating board, the board will subscribe to BoardWiser Plus, a board training podcast led by Dr. Brian Carpenter, a nationally respected authority on charter school board performance. The board will commit time either prior or after each official board meeting to the podcast training and discuss its contents in terms of improving board performance. Each new board member who joins the board after this session will be required to listen to each of the podcasts prior to joining the board to ensure that a continuous high level of expertise in charter school governance. This will serve as a tool to monitor the board's performance as a governing body, as well as assist the board in improving its capacity to develop effective measures in evaluating the school's efficacy in meeting its mission and operating goals.

- c. **Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)**

First State Military Academy will clearly communicate the application and enrollment process, outlining the non-discriminatory practices defined by the by-laws, preferences as identified in this charter, admissions policies as identified in this charter, and registration policies as identified in this charter.

The Academy will further ensure that the school meets the required 80% enrollment target by pursuing the application and enrollment procedures as outlined in Section 9 of this application. The following process will take place:

- 1) In the pre-operational year, the Academy will aggressively solicit cadets from a diverse base from June 1, 2012 to the application deadline, which will coincide with the choice deadline. In subsequent years, the Academy will market actively during October, November, and December and then close its application deadline to coincide with the choice deadline.
- 2) If oversubscribed, the Academy will hold a lottery once all applications submitted have been deemed complete. The lottery drawing will be conducted by an independent party with no ties to the Academy, with the assistance of the Superintendent and a representative of the board at a public meeting.
- 3) Parents/guardians of all applicants will receive a letter in a timely manner informing them of acceptance or non-acceptance following the lottery. The letter will include all information required to confirm enrollment and complete registration.
- 4) An application will not be deemed complete if the parent/guardian has not signed the required Letter of Intent, as defined by 14 Delaware Code, Section 506(c).
- 5) On or before April 1, in accordance with 14 Delaware Code, Section 506(c), the Academy will provide a roster of all cadets enrolled, including home address and district of residence, to the identified contact at the Delaware Department of Education and the Superintendents of the districts in which the Academy cadets reside. A registered letter signed by the Academy Superintendent and a copy of the roster shall serve as official notice as required by this section.
- 6) On or before May 1, the Academy will verify the information provided on April 1, make all corrections necessary, and forward any changes with a similar notification to superintendents and the state as identified above.

4. Goals for Student Performance

- a. List the specific student performance goals in math and reading by grade for cadets disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether cadets meet or exceed those goals. (Renewals/Modifications – show and discuss the results during the current period as necessary)**

Academic success is a result of the collaborative effort among administration, faculty, families and cadets. Goal setting is designed to provide specific benchmarks for college- and career-readiness that ensure that all cadets have the analytical skills to be successful in reading and mathematics. As identified above, the school's board, with the Superintendent, will set annual internal mission, organizational and academic student achievement targets as indicators of school quality. Academic progress will be measured using both comparative grade performance and cohort performance.

Academic Performance Goal 1: First State Military Academy will demonstrate that its cadets are prepared for college and career.

Measure 1: By year three of the charter, FSMA will demonstrate that its cadets meet or exceed state average aggregate performance for high school students in all tested subjects/grades; and, further, that any disaggregated groups that are large enough for accountability measures will also meet or exceed state average.

Measure 2: By year three of the charter, FSMA will meet or exceed the performance of the primary sending district high schools in the state assessment.

Measure 3: By year three of the charter, FSMA will demonstrate its cadets perform at or above state average on the SAT.

Measure 4: By year three of the charter, FSMA will graduate 90% of the student body that has been enrolled for at least two years.

Academic Performance Goal 2: All First State Military Academy cadets will have the capacity to understand and use computer technology.

Measure 1: All cadets will be required to enroll in one year of computer technology coursework.

Academic Performance Goal 3: First State Military Academy Cadets will demonstrate the habits of successful cadets and adults.

Measure 1: For each year of school operation, average daily attendance will exceed 90% of the average daily enrollment.

Measure 2: Annually, FSMA will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, than the average for all schools with the same grade configuration in Kent County.

Measure 3: All graduates will complete JROTC training.

Academic Performance Goal 4: First State Military Academy Faculty and Staff will serve as examples to cadets and demonstrate the habits of academic success.

Measure 1: Annually, average daily teacher attendance will be greater than 90%

Measure 2: Annually, faculty retention will increase with no more than 10% turnover after year three of the charter.

Formative assessments designed to identify on grade level performance will include end of course evaluations, progress testing designed around curriculum, various in-class and independent projects tied to curriculum. These instruments will not only provide regular pictures to cadets and parents regarding progress in achieving college and career-ready state standards, but will also provide important data to faculty and administrators in correlating local formative assessments with the progress noted by the state assessment and the PSAT/SAT, thus, supporting student achievement across all grades and capacities. FSMA will collaborate with Delaware Military Academy academic leaders and staff to identify synergies with formative assessment measures as curriculum and delivery methods will be similar.

The assessment instruments that will be used to monitor these goals include the state assessment and the national PSAT/SAT assessment as well as Military Science examinations. Further, documentation regarding attendance, reportable offenses, and other key performance measures will be tracked through e-school and through the school's internal data tracking systems to monitor progress.

- b. List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)**

First State Military Academy's measurable performance target is to meet or exceed state-wide assessment performance in all measured content standards Del.C. Title 14, Section 512(4). Specific and measurable performance goals are listed in 4(a) above.

As the school has yet to enroll its student body, it is difficult to identify specific targets related to state testing. Upon receiving all student records, the FSMA board will establish goals related to this area and share these goals with the authorizer.

- c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)**

The academics of First State Military Academy will be generally modeled after the Delaware Military Academy curriculum and will be adapted as necessary for the student body. The Delaware Military Academy utilizes the state's recommended curriculum and is a member of the various state content coalitions. FSMA will follow in this direction and will have a focused curriculum that is designed for the student that is likely to continue his or her education beyond high school. While many other charter schools may attempt to offer a myriad of courses and options, FSMA will, like DMA, offer a refined selection of core subject studies integrated with military science, that are designed ensure each graduate is college- or career-ready. FSMA has selected, in addition to the required state assessment, the PSAT/SAT as a standardized performance assessment as a comparable performance tool.

The PSAT will be delivered at the beginning of freshman, sophomore, and junior years and will serve as a valuable tool in benchmarking FSMA cadets not only against peers within the state, but also nationwide. While the instrument is not typically used in freshman year, it does provide clear indicators of performance, academic aptitude, and areas of weakness for cohorts and individual cadets. The data from this instrument will help gauge academic growth of cadets and provide valuable benchmarking against locally developed assessments. In freshman year, the PSAT will provide internal informative information, but from sophomore year and beyond, the school will be able to benchmark performance statewide and nationally. At the end of their junior year or beginning of their senior year, all cadets will take the SAT, either as part of the statewide initiative currently funded by Race to the Top, or independently. Cadets who fall within free and reduced lunch designation will be eligible for financial support from the school if necessary in taking the SAT, if the state does not continue its support beyond Race to the Top.

Use of the PSAT/SAT in this manner not only provides valuable data on academic progress, it also tunes the skills necessary in taking the SAT and other standardized tests required for college admission or military service.

The state assessment in accountability areas (Mathematics, English/Language Arts, Science and Social Studies) provides limited information to high schools due to the infrequency of delivery. However, the school will utilize the data to correlate student performance in local formative testing to student on the state assessment, and calibrate local assessment accordingly. The school will also use the state assessment to identify academic growth during attendance at FSMA. The delivery of this assessment will take place when cadets complete the course aligned to the assessment.

As the school will be offering AP courses when a large enough cohort for enrollment exists, AP testing will provide additional assessment of performance of FSMA students, not only to statewide performance, but also to national performance. This nationally-calibrated instrument offers the potential to offer students a jump-start on college credit as well as an evaluation of individual student's acquisition of the skills required at a collegiate level. AP coursework will be offered to students of any grade that demonstrate the capacity to be successful in the course. The school will encourage all cadets to work toward accomplishing at least one AP class during their tenure.

Locally-developed formative assessment will be aligned with state standards and the Delaware recommended curriculum. FSMA faculty, in pre-opening service and in the first year of school, will be working closely with Delaware Military Academy and its faculty in creating local formative assessments using Learning-Focused Strategies that will effectively evaluate academic performance. Please see Appendix A for a copy of the letter of support with Delaware Military Academy related to faculty development.

The data derived from these instruments provide objective evaluation of cadet, faculty, and administration performance. Further, the data will inform faculty on individual cadet and cohort needs, serve as instruments for determining At-Risk placement, allow for curricular adjustments and inform administrators on the efficacy of content delivery of faculty members.

5. Evaluating Student Performance

- a. Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)**

Multiple measures of performance data will be collected, analyzed and summarized by teachers and administrators and shared with cadets and parents/guardians. The performance data gathered will contribute to assessment of the strengths and needs of individual cadets, as well as cohorts. Data will be derived from standardized tests, current and previous academic records, student work (such as portfolios, projects, and other non-testing activities), and reports and observations from faculty and parents/guardians. Faculty and administrators will utilize these various tools to inform efforts to improve student performance through a variety of means.

- 1) Course calibration: All cadet evaluation information will be utilized to adjust course content as necessary. Consistent deficits in academic performance will inform administrators as to the capacity of faculty to utilize data to improve content and delivery and, thus, improve academic performance.
- 2) Professional Learning Communities: Evaluation information will help guide PLC activities and professional development that will support improved delivery and course content.
- 3) Differentiation: Evaluation will help faculty develop appropriate differentiation in coursework to accommodate different learning needs of individual students.
- 4) Student contracting: Evaluation information will identify individual cadets in need of academic or behavioral contracting. Contracting will provide cadets who demonstrate weaknesses a clear and defined work plan that will result in improved academic performance.
- 5) Quarterly board reporting: The superintendent will provide to the board a quarterly review of performance based on evaluation tools.

Administration will use student performance data as a portion of the decision related to annual staff retention contracts.

The process of using these tools begins with the development of effective evaluation tools directly related to the course content. FSMA will work with DMA to ensure that these instruments accurately measure achievement of course material based on state standards and reflect a student's mastery of those standards..

Course evaluation methods will be reviewed annually based on state assessment performance and then appropriately calibrated. Course assessments and content will also be calibrated to student performance on PSAT/SAT testing.

Information derived from evaluation, both course assessment, standardized testing, and other student evaluations (such as At-Risk team evaluations, IEP/504 evaluations, behavior evaluations) will help drive activities in professional learning communities and will serve as important data in refining curriculum and improving delivery methods.

In the PLC (which will typically be coordinated by a lead teacher), staff will have the capacity to further refine differentiation within coursework to accommodate a variety of learners and identify how best to use multiple intelligences as a tool for demonstrating content acquisition. Staff will evaluate the efficacy of PLC work on a regular basis to ensure that it serves as a springboard for improved student outcomes.

Students who have been given multiple avenues of evaluation to demonstrate progress and who are determined by the At-Risk team to be falling behind or significantly behind their peers will be placed on an academic or behavioral contract. These students may encounter alternative evaluations to mark progress (such as completion of tutoring time, additional homework, behavior cards, etc) and may be referred for special education testing and placement after completing the tiered interventions.

To ensure that evaluation plays a critical role in improving student outcomes, the Superintendent will be required to provide a quarterly report on PLC activity (including PLC evaluation), academic performance (based on quarterly report cards), standardized assessment performance (when appropriate) to the board's Academic Excellence committee.

- b. Describe the corrective action that will be taken when cadets do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)**

A variety of strategies will be employed to support cadets who are not meeting performance expectations. In-school and after-school tutoring, peer mentoring, in-class supports are a few of the actions that will take place for students who are struggling to achieve a particular concept or coursework segment. However, because of FSMA is a high school that will be accepting students from all settings without academic or "special interest" preferences, it must maintain the capacity to address significant performance issues from the point of admission.

All cadets who have been admitted as incoming students after the conclusion of the lottery will be required to participate in the FSMA placement test. All cadets that demonstrate below grade level performance will be required to participate in a learning contract designed to begin addressing academic deficits. The contract will be developed by a learning team that will include a staff member, parent, and student. The contract will be signed by all parties and the expectations made clear of work to be completed. Incoming cadets who fail to fulfill the contract after 60 days may be required to attend summer school.

FSMA will institute an At-Risk Committee comprised of faculty and administration that will meet regularly to identify and develop supports for students who have demonstrated high need in meeting performance expectations. Evaluation and other data points will inform the committee and the committee will then determine if academic contracting is necessary.

Cadets who fail to meet performance expectations for extended periods of time or over several courses will be required to participate in academic contracting. Academic contracting is designed to provide a clear and defined pathway for cadets and families to follow that should result in improved academic performance. Contracting at FSMA will provide

- 1) Defined expectations. Additional homework, after-school tutoring, additional means of evaluation; on-line coaching (Khan Academy), or other specific academic support
- 2) Deadlines. Cadets and families will see compliance deadlines that will help students stay on track for additional support and, if performance improves, an end to the contract period.
- 3) Reinforcements to provide additional motivation for success

Contracts will be developed with all parties (faculty, administration, cadet, parent/guardian) involved. Once a contract has been developed, it will be signed by all parties, and weekly updates will be provided by the coordinating faculty member. This action will be part of the school's RTI process.

Any student (except special education students) who fails to meet the required activities of the contract (such as tutoring, additional work) and is failing two courses will be required to address the Academic Review Board, as outlined in the student handbook. The Academic Review Board is a formal hearing that includes school leadership, faculty, and staff, and requires the student to respond to the lack of action outlined and agreed to in the academic contract. This Board hearing is designed to encourage students to be responsible for their inaction related to academic performance.

It will be the responsibility of the school leader and the school's special education faculty to set policy and procedures for the at-risk committee and academic contracting related to both regular and special education students.

- c. If the proposed school requests and receives a waiver for an enrollment preference for cadets at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)**

The First State Military Academy will not seek a waiver for enrollment preference for cadets at risk of academic failure.

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of cadets in the same grades for each year of test administration. Applicants with enrollment preferences for cadets at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

FSMA agrees and certifies that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1) and to comply with Regulation 275, subsection 4.2.2.

6. Educational Program (For new applications Phase I requirements should be addressed in the initial application which is due on or before December 31 and Phase II requirements will be submitted within 120 days of conditional approval by the Delaware State Board or by September 30 one year before the opening of the school)

- a. Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter. (See sample document <http://www.doe.k12.de.us/infosuites/schools/charterschools/Resources.shtml>) For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following:**

Units required in (i) below with duration of instruction.

Alignment of instruction to state content standards for required content areas for grades served by the charter school.

Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

The state recommended curriculum has demonstrated exceptional capacity in supporting student learning. The Delaware Military Academy accesses the state curriculum through the various coalitions with great success, and FSMA intends on modeling much of that curriculum to deliver the academic program. In year one, the school will focus on curriculum development for the freshman and sophomore class, but by year four will have the full complement of coursework proposed and all staff will have received the appropriate training on content and delivery. Please see Appendix E for scope and sequence documents for:

Math: Algebra 1, Algebra 2, Geometry, Pre-Calculus

English: 1, 2, 3, 4

Social Studies: Civics/Economics, American History, World History

Spanish: 1, 2

Physical Education

Health

Business I

FSMA will be a member of the Science Coalition and the coalition provides a complete scope and sequence document for members. Please see Appendix F for a copy of the memorandum of understanding related to the Science Coalition.

- b. Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):**

Mathematics

English Language Arts

Science

Social Studies

World Languages (Renewals Only)

Visual & Performing Arts (Renewals Only)

Health Education (Renewals Only)

Physical Education (Renewals Only)

FSMA will be in compliance with the minimum standards for graduation set forth by code in Delaware, and will exceed those standards with a minimum of 26 credits with required courses in Military Science.

FSMA Graduation Requirements:

English	4.0 Credits
Mathematics	4.0 Credits
Science	4.0 Credits
Social Studies	3.0 Credits
World Language	2.0 Credits
Physical Ed/Health	1.5 Credits
Military Science (Career Pathway)	4.0 Credits
Elective Courses	3.5 Credits

Total Credits required: 26 credits

Seniors who successfully complete the minimum of 26 credits required for graduation will receive a diploma. For students who enter the school in the sophomore or junior year, the student must demonstrate three credits in the Military Science Career Pathway for graduation. Juniors who enroll will be required to have completed at least one year of Military Science Career Pathway at another institution prior to enrollment at FSMA to be eligible for graduation from FSMA.

As FSMA will be modeling its curriculum using the state's various coalitions (Science, Math, Social Studies, ELA, and World Languages) and the state-recommended curriculum, as well as the texts and methods used by Delaware Military Academy, the school proposes the following materials to serve as the basis for curriculum delivery:

Course	Textbook Title	Publisher
9th Grade ELA	Various resources	Common Core Source
10th Grade ELA	Various resources	Common Core Source
11th Grade ELA	Various resources	Common Core Source
12th Grade ELA	Various resources	Common Core Source
Algebra 1	Algebra 1	McDougall Littell
Algebra 2	Algebra 2	McDougall Littell
Geometry	Geometry	McDougall Littell
Pre Calculus	Precalculus: Functions and Graphing	McDougall Littell
Hnrs PreCalc	Precalculus: Functions and Graphing	McDougall Littell
Civics	CIVICS IN AMERICA	McDougall Littell
Historical Economics	JA Economics	Junior Achievement
US History	The Americans	McDougall Littell
World History	Online sources	
Integrated Science I	Fundamentals of Physical Science	CPO Science
	Earth's Dynamic Geosphere	Earth Comm - It's About Time
Integrated Science II	Biology	Glencoe/McGraw-Hill
Integrated Science III	Chemistry	McGraw/Hill
Physics	Physics Author: Serway-Faughn	Holt, Rinehart and Winston
AP Biology	Biology – Campbell Reece	Pearson
AP Physics	Physics 8th ed. Author: Cutnell&Johnson	Wiley

- c. Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.**

The school intends to sign memorandums of understanding with the following upon charter approval:

Math Coalition
Science Coalition
Social Studies Coalition
World Languages Coalition
ELA Coalition

Please see Appendix F for Science Coalition MOU signed by FSMA board president.

- d. Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

FSMA will be working to ensure that at-risk cadets are provided with a variety of opportunities for support.

Academic departments will be provided professional development in the delivery of differentiated course content and also will work to develop a tool-kit of multiple learning supplements available to cadets (such as Khan Academy, HomeworkSpot.com, differentiated readings). Departments will also develop a rotating after-school tutoring schedule that will provide subject-based tutoring to cadets in need.

The school will maintain a list of paid tutors and will work with community organizations to identify free tutoring opportunities (such as through the local public library or colleges). Additionally, the school will create a cadet tutoring core that will provide community service hours to cadets who volunteer their time after school as peer tutors. This first level of plans addresses cadets who are struggling with a defined area of a particular course, not with the general content or aptitude in content areas.

For cadets in need of deeper intervention who demonstrate risk for academic failure, the At-Risk process, as discussed in 5(b) above, will be activated. Through academic contracting that defines the plan to address academic deficits and gathers the necessary partners required in addressing deficits, the school will actively monitor and address cadets who are at-risk academically in a tiered support that may lead to testing for special education services. Supports as outlined in IEP/504 plans will be implemented for those students in a timely manner either with existing staff or through contracted related services.

As a critical aspect of the school's mission, "... graduates will develop respect for themselves, those on whom they depend, and those that depend on them, ensuring successful entry into adult life." Cadets who are not identified with disabilities who fail to complete the tasks set forth in either an academic or behavioral contract will face the school's Academic Review Board, as outlined in the student handbook, in full uniform with a parent/guardian present, to explain why

the tasks set forth in the contract were not completed and the new actions that must be undertaken as part of an updated academic contract.

- e. Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Leadership as an adult requires quality skills and knowledge in a wide variety of areas and sciences that are learned well before adulthood. Cadets must be well-read and proficient in math and science. They must understand the complexities of modern societies and cultures based on studies of past civilizations, human ideas and historic movements. FSMA does not offer a “general” track or “general level” of courses. It is imperative that all Cadets participate in College Preparatory (C.P.) level courses (i.e. all courses are college prep. / honors/ or A.P.) to prepare them for the rigors of college or leadership in the armed services or the corporate world. All Cadets will be required to complete this high-level program. Each Cadet will be strongly encouraged to complete at least one AP or college-level course while at the Academy. Teachers will maintain high expectations for all Cadets.

Many charter schools attempt to provide a vast menu of course offerings that they cannot realistically deliver or financially afford. The founding committee and board of FSMA believes that the exceptional performance and highly-tuned focus of the Delaware Military Academy’s academic program is worthy of modeling. To ensure efficacy in delivering a similar model, the school will develop an MOU with the DMA Superintendent and Board that supports the academic program development of FSMA. Please see Appendix A for a copy of this letter of intent.

The Board currently has met with Senator Thomas Carper and other military officials regarding the military science program. As with Delaware Military Academy, commitment from any branch of the military for the program will only be made after the charter has been approved. Currently, FSMA is considering alignment with the Army JROTC programs. Please see Appendix G for a copy of the letter stating that the school is currently placed on the list for approval of JROTC based on a successful application.

FSMA Curriculum Clusters

English/Language Arts:

English Composition
World Literature
American Literature
British Literature
AP Literature

Mathematics:

Algebra 1
Algebra 2
Geometry
Pre-Calculus
Calculus

Social Studies:

Government & Economics
World Cultures
U.S. History
Western Civilization

Science:

Integrated Science I
Integrated Science II
Integrated Science III
Physics
AP Physics

AP Calculus

Performing Arts & Military Exhibitions

Music	Military Honor / Color Guard
Band	Drill Team
Art Club	

Business and Technology

Computer Software Applications/Business Tech I
Business Tech II
Business Tech III / Business Professionals of America (State and National Competition)

Military Science

Military Science I
Military Science II
Military Science III
Military Science IV
Military Science Drill and Ceremonies
Leadership Program
Uniformed Services
Peer Mentor/Mediation

**First State Military Academy
COURSE SUMMARY:**

ENGLISH/LANGUAGE ARTS:

Freshman Composition/Literary Elements (Gr.9) 1.0 Credit

Cadets will develop an appreciation for reading and writing through the study of grammar, literature and vocabulary. Emphasis is placed on developing the writing process which includes: prewriting, organizing, drafting, editing and publishing; Cadets will focus on expressive, informative and persuasive writing.

World Literature (Gr.10) 1.0 Credit

This course is based upon a survey of thematically-integrated English and multicultural literature. Cadets will recognize the relationship between the writing of a literary period and the historical and social forces that characterize that time. There will be frequent varied writing experiences to expose students to a variety of written genre. Again, the course will offer a selection of non-fiction, as well as fictional genre. In composition, the students will develop skill in writing the expository essay. They will also learn the basic techniques of research. Cadets will work on vocabulary development skills in preparation for SATs. Students will add to and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

American Literature (Gr.11) 1.0 Credit

The course covers three major areas of study: first, an in-depth study of a number of American writers of each literary genre from various periods of American literature; second, development of writing skills required for the multi-paragraph essay, introduction to research technique and

creation of original works such as plays, short stories and poetry; and third, study of vocabulary, grammar and a PSAT review. Cadets will add to and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

European Literature (Gr.12) 1.0 Credit

European Literature provides an extensive overview of European Literature and its cultural contexts. Cadets will develop a deeper understanding of culture, from the earliest beginnings of the English civilization through the modern era, by examining works from a variety of European writers and time periods. Cadets will also become well-versed in the research and writing process. They will gather extensive knowledge in all parts of the research and documentation process and will be required to submit a Senior Research Paper.

AP Literature (Gr.12) 1.0 Credit

This course is designed to provide students with the necessary background in language and literature for a successful completion of a freshmen-level college course. Students will examine a variety of literature, will strengthen the skills associated with superior writing and will implement different modes of expression. This course prepares students for the May advanced placement test.

MATHEMATICS:

Algebra 1 (Gr.9)

This course will introduce students to algebra. Students will begin solving equations and inequalities. They will be introduced to the definition of a function and study the “parent functions” including quadratic, exponential, radical, and rational functions. Students will begin using a graphing calculator to model and solve equations. Graphing calculators are used daily to focus on mathematical thinking through numerical, graphical, and symbolic representations. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Geometry (Gr.9,10)

This course will introduce students to the study of shapes in space. Specific topics of study will include lines, triangles, quadrilaterals, symmetry, congruence, and an introduction to trigonometry. Students will make conjectures based on observation and write geometric proofs. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Algebra 3 (Gr.10, 11)

This course will build on the topics of study from Algebra 1. Students will solve more complex problems including quadratic, polynomial, and rational equations. Students will also look at transformations of parent functions and get a basic introduction to matrices. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Pre-Calculus/Trigonometry (Gr. 11, 12)

The course covers limits, methods of differentiation with emphasis on its application to maximum-minimum problems and velocity, methods of integration with emphasis on area, volume and surface area of function revolutions. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

AP Calculus (Gr.12)

AP Calculus is a math program designed to prepare accelerated students for future study in mathematics, science, or engineering. It also prepares the student to take the AP exam in the spring. The course meets year-round. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Engineering Project:

This course will focus on active learning related to a local restoration or engineering project and will focus on teaching history, science, math, engineering, technology and manual skills. Historic Engineering Instructors complete a machinery restoration project while providing a unique educational experience to challenge advanced Cadets at the Academy. Each class is 12 weeks long, working on Thursdays and weekends.

SOCIAL STUDIES:

Civics & Economics (Gr.9)

This course is designed to acquaint the student with both a basic understanding of the U.S. economic system and the individual's role within it. Cadets will explore the basic market forces and central economic theories. . Emphasis is on the market systems, supply and demand, and macro-economic topics such as taxes, inflation and unemployment. Cadets will be required to write, add to, and revise some of the work in their written portfolios.

World Cultures (Gr.10)

In this course the subject of concentration is Western Civilization. Additional areas of study are Africa, Asia and American cultures. This course studies world regions from a historical perspective. While European history is emphasized, the Cadet will also study other major regions, religions, philosophies, and political systems of the world.

US History (Gr.11)

This course is designed to provide Cadets with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares Cadets for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college level course. The course provides a balance between factual knowledge and critical analysis. It will concentrate on the Post Civil War period through the end of the Cold War.

Western Civilization (Gr.12)

The primary purpose of this social studies course is to introduce Cadets to college/university classes, using data-laden lecture methods. Assignments demand comprehensive investigation of primary and secondary historic information sources within tight time constraints. Cadets will be challenged to evaluate the philosophical and political causes and effects that established Ancient Greece and Rome as foundations of contemporary Western Civilization. A focused review of governmental structures and social systems as well as political and ethical ideologies will provide suitable platforms for determining the specific contributions made, with particular attention to the formation of the American Republic. The course will require Cadets to exercise intelligent inquiry, critical thinking, and effective reporting to present the factual results of their research, using written as well as rhetorical techniques.

SCIENCE:

The first three years of required science studies are the equivalent of *Earth Science*, *Biology*, and *Chemistry I* . Cadets will revisit each area each year to see the interdependency of one study on

another. All three years of science will include studies in scientific disciplines such as geology, oceanography, meteorology and astronomy. They will study living things, the origin of life, the makeup of living matter, the structure and processes of cells, the reproduction, development, heredity, evolution, physiology and behavior of organisms and the interaction of organisms in populations, societies and communities. There is an emphasis on following directions: analysis and interpretation of data; accurate and logical observations; and independent and creative thought utilizing the scientific method. This course is based on the scope and sequence of the state's Science Coalition.

Integrated Science I (Gr.9)

Cadets will study the basic elements and molecular structures found in inorganic and organic materials. Strong study will be made of the Periodic Table and the classification of elements. Classification of organisms and the environmental systems will be researched. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Integrated Science II (Gr.10)

The course of study will explore more complex chemical compounds, living organisms' structure, and the interdependence of all living things within various environments. Cadets will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Integrated Science III (Gr.11)

The course of study will explore more complex chemical products and patents, the evolution of living organisms' structure and the interdependence of all living things within various environments. Students will be required to write, add to and revise some of their work in their written portfolios.

Physics (Gr.12)

Physics is a science program designed to prepare accelerated students for future study in science, or engineering. The study will involve the basic laws and theories of physics, as well as applications of calculus. A detailed curriculum is available upon request. There is an emphasis on following directions: analysis and interpretation of data; accurate and logical observations; and independent and creative thought utilizing the scientific method.

A.P. Physics (Gr. 12)

The A.P. physics course will follow the A.P. Physics approved curriculum furnished by the governing board and will prepare Cadets for the A.P. exam given at the end of the course.

Science Olympiad (All grades)

Cadets will design, build and present projects at the State level competition for Science Olympiad. Cadets may choose from several different areas of expertise in which they compete with other students throughout the state. Science Olympiad is open to all Cadets.

WORLD LANGUAGES:

Spanish 1

During the first year, formal study is made of the basic points of Spanish grammar and simple materials concerning Spanish culture are read and discussed. The ability to speak and understand Spanish in everyday situations is emphasized. Daily oral practice reinforces the home study of vocabulary and grammar.

Spanish II

In the second year of Spanish, there is a review of the grammar of the first year and a completion of the study of formal grammar. Reading selections are designed to provide insight into Spanish and Spanish-American culture. Oral-aural drills are used extensively early in the year, and later, discussions of the reading material and practice in conversational Spanish receive emphasis.

Spanish III/IV

The third and fourth year classes are conducted almost entirely in Spanish. While there is a review of formal grammar, emphasis is placed upon extensive reading, and oral and written plays are read aloud to increase speaking skill. Writing skills are also emphasized.

CTE BUSINESS TECHNOLOGY:

Computer Applications/Business Technology 1 1.0 Credit Required

This course will introduce students to the integrated MS Office program, which is widely used in business. Microsoft Office basics will be introduced to ensure that each Cadet will acquire knowledge and experience using the four major components of Microsoft Office. The Cadet will be exposed to Microsoft Word basics, Microsoft Excel basics, and Microsoft PowerPoint basics. The Cadet will learn the integration of these four programs with each other and their real-life applications in both their personal and business lives. Students will also cover basic use and safeguards for the internet.

Business Technology II

Microsoft Office advanced skills will be introduced. Cadets will be exposed to advanced production skills in Microsoft Word, Excel, PowerPoint and Microsoft Access. They will be trained in the automated features of all the Microsoft Suite applications. Internet research will be expanded as well as more in-depth knowledge of Web Page design and organization.

Business Technology III

Business Technology III will consist of a curriculum designed for Cadets to expand their fictitious business begun in Business Technology II to the next level. Desktop Publishing using publishing specific software will be used to aid Cadets in manipulating drawing tools for the creation and design of published documents.

PERFORMING ARTS

Band

1.0 Credit

Elective

This two-band course includes two components: A marching band (which performs predominantly in the fall) and a concert band (which performs from November to June). Membership is open to all instrumental students in grades 9 through 12, and an emphasis is placed on active participation and performance. Students will also be required to study the various aspects of instrumental literature, assume the responsibility of developing a working knowledge of basic music theory, and develop their individual instrumental techniques to the fullest degree of competency. A mandatory band camp will be held in August in order to prepare for the marching season.

Chorus I

1.0 Credit

Elective

This course is for students interested in performing in a vocal music ensemble. Students will also learn basics, such as music theory and history. As this is a performance-based course; attendance at two evening concerts is required.

Chorus II

1.0 Credit

Elective

This is a vocal music ensemble for the student seriously interested in quality musical performances. Prerequisites include previous experience in Chorus I (or similar school) chorus, audition, and/or director recommendation. Students will have an in-depth coverage of music history and theory, covering a variety of musical styles. This is a performance-based course; and attendance and participation in two evening concerts is a requirement.

Art

1.0 Credit

Elective

This is a general art course, open to all grades and dealing with the elements and principles of good design, composition and the application of color theory. The student will create original work in a variety of media and examine man's artistic achievements through an accompanying text and slides.

Graphics

1.0 Credit

Elective

This course will include traditional painting and the use of computer technology in creation of graphic art forms. The emphasis in this art course lies in the development of improved drawing skills accomplished by a variety of drawing techniques and media from pencil, charcoal, and crayon to brush and pen. The student will examine the traditional subject matter of still life, landscape, the human figure by direct observation, and will have the opportunity for personal interpretation through imaginative drawing. Works of the masters will be examined through prints, text, and slides.

MILITARY SCIENCE:

Military Science I

Military Science I introduces students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course is also designed to engender a sound appreciation for the heritage and traditions of the United States of America with focus on the historical significance of sea power. An emphasis on the development, in each Cadet, of a sense of pride in his/her community, school, unit, associates, and self is a predominant theme throughout the course. These elements are developed from a fundamental level. Participation in numerous extra-curricular activities and field trips sponsored by the JROTC is highly encouraged.

Military Science II

Military Science II builds on the general introduction provided in Military Science I and further develops the traits of citizenship and leadership in students. It will introduce cadets to the technical areas of Military science study and will engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. Participation in numerous field trips, though not required, is highly encouraged.

Military Science III

Military Science III further develops the trait of leadership in Cadets and introduces cadets to the vital importance of military justice and international law. Advance instruction in areas of astronomy, meteorology, and navigation skills will compliment instruction in sea power, national security, and Military history. Hands-on leadership skills will be developed through cadet involvement in teaching new Cadets drill, motivating them in proper uniform care, and managing unit activities. Participation in and leadership of extra-curricular activities sponsored by the JROTC unit, though not required, will be very highly encouraged.

Military Science IV

Military Science IV culminates the Military Science Leadership experience. The course work and the companion course of Leadership practicum will place the individual cadet in direct

management and leadership positions in the JROTC unit. This course is limited to those Cadets who have completed the first three Military Science courses, and therefore, will be for seniors only.

Military Science Drill and Ceremonies

Military Science D & C is a concurrent course with Military Science 1 which will provide cadets the opportunity to learn the basics of leadership and discipline as applied to individual and squad military drill and athletic (field day) competitions. The course stresses individual responsibility, teamwork, and high standards of personal conduct and appearance. Military ceremonies; their concept, procedures and implementation; will be taught. Cadets will learn the proper procedures for conducting flag ceremonies, and how to properly display the national colors. Cadets will learn the skills to allow them to participate in unit competition in drill, color guard, honor guard, orienteering, marksmanship, and athletic teams.

Leadership Program

Military Science Leadership Seminar/Military Skills (concurrent course with Military Science III, provides Cadets with the opportunity to practice the elements of leadership, to expand drill and ceremony skills, and to refine leadership skills. Principles of navigation and basic seamanship will be developed and ethics of leadership will be discussed in seminar discussions of actual leadership dilemmas faced in modern times by junior officers of the armed services. Participation in and leadership of extra-curricular activities sponsored by the JROTC unit, though not required, is highly encouraged.

Uniformed Services

The Uniformed Services program offers introduction to the careers, job-shadowing and possible Senior internship in a governmental agencies such as police, fire, postal service, or forest service. Although the main focus of DMA is directed towards military careers, students in this course will examine the possible career fields of uniformed government work.

Peer Mentor/Mediation

Students in this course are assigned to ninth-grade classrooms to act as mentors and as academic tutors. Students may choose the subject area in which they wish to tutor. A training program for peer mediation is also an integral component, as student mediators work on peer conflict resolution process.

Health& Physical Education

Health & Physical Education is a proactive curricular effort designed to educate students about health and wellness choices relative to their own physical activity and person well-being. A conscious effort to incorporate activities that promote valued and positive lifestyle choices, coupled with fitness skills, attitudes, and knowledge are stressed.

- f. Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The schools proposed teacher to student ratio is approximately 1:22, based on the number of teacher units calculated in the school's proposed budget. Some class sizes may be larger based on demand and scheduling.

- g. Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

FSMA will be unique in Kent County as the only school to offer a fully integrated JROTC program in which all cadets are engaged in the rigors and expectations of the daily academic and military science offerings. From this perspective, the school day at FSMA will be unlike any other in Kent County.

Academically, FSMA is dedicated to developing students with the capacity to be active learners and to develop the internal drive necessary for success in school and life.. To achieve that goal, learning must be student-centered, student-directed (with teacher as facilitator), and, in many situations, a collaborative effort.

Instructional staff will be recruited that have substantive experience in student-centered learning, varied classroom organizational patterns (teaming, cooperative learning, etc.). Reading materials in Language Arts and Social Studies will provide a balance of traditional literature and historical texts along with quality non-fiction materials so that students may better develop as critical readers of informational as well as literary texts. All subject areas will require reading and written assignments in varied writing modes to allow students to communicate in different genre and vehicles for specified audiences.

Areas, such as Science and Mathematics will emphasize inquiry-based instructional model where students work individually or in teams or groups to study a situation or challenge, to develop problem-solving techniques, to gather their own resources and assess their own progress. Portfolios will be one vehicle to provide students the opportunity to determine what their best work is and how they best faced and answered a challenge or assignment. Classrooms will be set up to accommodate student discovery, discussion, and learning.

The curriculum offers a wide variety of courses to enable all students to build on their individual learning styles (Howard Gartner's Eight Types of Intelligence). Teachers will use one standard software package (such a "Making the Grade") school-wide to record grades and attendance. Student grades must reflect a balance of class participation, homework, and unit test grades.

Technology will play a key role in allowing students to demonstrate their academic and leadership skills. By providing coursework to all students on the basic uses of technology, faculty will have a baseline of skills from which they select to integrate into coursework. Technology, however, will not be the star at FSMA; it will be the tool which students use to demonstrate success. In delivering a student-centered academic program, teachers will be provided the technology to integrate real-time learning with planned lessons (such as following a

current event or accessing information as it is brought up during a lesson), directed to access a variety of online support programs (such as Number 2 SAT Prep, Khan Academy, and other free tutoring resources) to improve student learning, and utilize technology to make sense of multiple data points that are provided. Students will utilize technology to demonstrate their skills in multiple means, from creating a video to writing a paper to participating in an online activity or group.

The board has investigated a number of technology options, including providing tablets to all students to replace books, but believe that creating a technology plan without the input of the Superintendent is premature. The finance committee has ensured funding for technology necessary to support curricular and philosophical program goals, such as computers, training, and connectivity.

- h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.**

Professional development plays a key role in ensuring that the school will meet its mission and vision. Because the school day and content delivery is closely modeled after the highly successful Delaware Military Academy, professional development will be tuned to provide first year teachers insight into the DMA classroom “way” which differs from that of any other school in Delaware.

Throughout the charter, professional development will be based upon the following:

- 1) The needs of the student body. Professional development will be focused on ensuring faculty is well-versed in content standards, delivery tools, and use of data to support both individual student and classroom performance, implementation of IEPs/504s/learning contracts.
- 2) The needs of the faculty. Professional development will be designed to support individual teachers (as identified in DPASII) and the faculty as a whole. This may include improvement plans created in response to DPASII, the development of teacher leader training activities (such as lead teachers or department chairs trainings), required regulatory training or state-wide content coalition training.

In the first year of the charter, the Superintendent will develop a staff development plan that reflects the needs and demonstrated capacities of the faculty hired, utilizing as a foundation the proposed development plan in the charter. The Superintendent will work with key academic staff at Delaware Military Academy and other mentors to help select staff for the school and will access that staff in initial professional development activities.

FSMA staff hired prior to the conclusion of the school year at Delaware Military Academy will be encouraged to spend a few days “shadowing” a staff member in the aligned content area at DMA to gain a greater understanding of the curriculum, delivery model, and classroom management used at DMA.

Professional development at FSMA is designed to create a collegial atmosphere where continuous improvement is the intent and improved student performance is the outcome. It is the expectation that a number of experienced teachers with an interest in the model and delivery system will be available and hired, based on the current interest in teaching at Delaware Military Academy. However, it is likely that there will be a diverse level of experience at the onset. To

that end, the school will establish an informal mentoring system beyond the state regulated mentoring program to ensure that younger staff is paired with more mature staff to accelerate professional growth experienced in the first year of teaching. This mentoring program will provide support beyond the school's instructional leader and provide younger teachers with a point of contact outside of the evaluation system. As the school matures, it is expected that this mentoring program will continue and will likely lead to supporting the school's teacher leader ladder and identification of lead department teachers.

Continuous improvement will be the focus of regular Professional Learning Community meetings to examine curriculum, delivery, assessment data, and student academic performance and behavior. More specifically, PLCs will be think tanks focusing on utilizing the various external (DCAS or PSAT) or internal formative assessments to improve performance, collecting and analyzing data, course calibration, and other topics of interest to the community.

Professional development will extend out of the PLC for school-wide trainings as identified by the needs of the faculty as a whole. At the onset, it is expected that school-wide training will include the expectations of the JROTC component of the school and other considerations related to the school's mission.

In the first year, all staff will be required to attend a minimum two-week pre-service training that will focus on training related to school policies and procedures, regulations, and other operational orientations as well as curriculum delivery and evaluation. From the second year of operation forward, new faculty will begin prior to returning faculty for in-service training related to school policies and procedures, regulations, and other operational orientations. All faculty will gather for curriculum development activities and other scheduled professional training as identified by PLC activity in the prior year, as well as by the Superintendent and Commandant.

Faculty will be encouraged to attain additional expertise outside of the school-sponsored professional development. Income in year three is projected to be substantial enough that the Superintendent may set aside funding to support conference attendance and other external opportunities for faculty.

FSMA will be adopting Learning Focused Systems to serve as the structural model to support content delivery and professional development.

A proposed three-year professional development plan follows:

Year 1:

Pre-opening (2 weeks prior to the first instructional day)

Overview of school policies, procedures

Overview of special education policies and procedures

Learning-Focused Strategies: Transforming Standards into Learning

Learning-Focused Strategies: Connecting Exemplary Practices in Acquisition Lessons

Course content (led by DMA department heads)

Course differentiation/Special Education

Staff evaluation/DPASII

Data systems and using data to evaluate student performance

Classroom management and student contracting and At-Risk Team procedures

PLC activities

Effective use of LFS

Data use

At-Risk Team evaluation/Special Education Support

Content calibration
Formative evaluation and instruments

In-Service Days

Reflections and forward movement (October)
Student data portfolios (end of marking period)
LFS programming
Identified PD based on DPASII/administrator/peer walkthroughs

At the conclusion of Year 1, benchmarks for all faculty include:

Demonstrated effort at implementing LFS
Active use of data to improve student performance as demonstrated by student performance
Effective classroom management as demonstrated through behavior referrals to Superintendent
Active participation in PLC as demonstrated by activities within PLC
Understanding of course content and interest in growing personal knowledge as demonstrated by construction of lesson plans and formative evaluations based on content

Year 2:

Pre-opening

For new teachers only, Week 1 information above
Department meetings to review curriculum, units, and formative evaluation compared to previous years student data
Review of school policies and procedures and breakout into summer reading groups
Special Education updates, policies, procedures
Learning-Focused Strategies: Connecting Extending Thinking
Learning-Focused Strategies: Planning Units for Learning
Other activities as identified in previous year's DPASII evaluations

PLC activities

Effective use of LFS
Data use
At-Risk Team evaluation
Content calibration
Formative evaluation and instruments

In-Service Days

Department content reviews (October)
Student data portfolios (end of marking period)
LFS programming
Identified PD based on DPASII/administrator/peer walkthroughs

At the conclusion of Year 2, benchmarks for all faculty include:

Nimble implementation of LFS
Developed data systems that demonstrate content acquisition through formative evaluation correlated to summative testing.
Effective classroom management as demonstrated through behavior referrals to Superintendent
Active participation in PLC as demonstrated by activities within PLC
Understanding of course content and interest in growing personal knowledge as demonstrated by construction of lesson plans and formative evaluations based on content

Year 3:

Pre-opening

For new teachers only, Week 1 information above under direction of department chairs

Department meetings to review curriculum, units, and formative evaluation compared to previous year's student data and to ensure effective scaffolding
Developing remediation and advanced courses and coursework to reflect student body needs and additional training on differentiation
Review of school policies and procedures
Special Education updates, policies, procedures
Summer reading group breakout sessions
Other activities as identified in previous year's DPASII evaluations

PLC activities

Effective use of LFS
Data use
At-Risk Team evaluation
Content calibration
Formative evaluation and instruments

In-Service Days

Department content reviews (October)
Student data portfolios (end of marking period)
LFS programming
Identified PD based on DPASII/administrator/peer walkthroughs

At the conclusion of Year 3, benchmarks for all faculty include:

Nimble implementation of LFS
Developed data systems that demonstrate content acquisition through formative evaluation correlated to summative testing.
Effective classroom management as demonstrated through behavior referrals to Superintendent
Active participation in PLC as demonstrated by activities within PLC
Expertise in course content and interest in growing personal knowledge as demonstrated by construction of complex lesson plans that integrate project based learning and formative evaluations based on content

- i. **Provide three units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve cadets. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application.**

This will be provided at a later date in Phase II.

- j. **Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This will be provided at a later date in Phase II.

- k. **A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only.**

This will be provided at a later date in Phase II.

- l. Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

This will be provided at a later date in Phase II.

- m. Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This will be provided at a later date in Phase II.

- n. Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This will be provided at a later date in Phase II.

- o. Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only.**

This will be provided at a later date in Phase II.

7. Students with Special Needs

- a. **Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

Ensuring that First State Military Academy will be compliant with current statutes relating to the education of cadets with disabilities, the school has developed a preliminary plan that will include, but is not limited to: parent and teacher involvement, evaluation, re-evaluation, Individual Education Plan(IEP) development, accommodations, positive behavioral support, procedural safeguards, and the employment of certified special education staff to support the service of cadets with disabilities. The plan will also provide for free and appropriate public education (FAPE) to cadets with disabilities.

First State Military Academy will support a Response to Intervention (RtI) structure. Cadets that are identified as requiring extra assistance will be moved from Tier 1 (able to meet the standards with little to no accommodation) and referred to the school's At-Risk Team for Tier 2 intervention (cadet requires greater support within the general classroom setting). Cadets in Tier 2 will participate in a academic or behavioral contract while also receiving closer monitoring and more specialized instruction from a certified teacher with observations and possible support from the special education teacher. Accommodations as identified for the cadets would be implemented at this level. The cadet may require assistance with notes, use of a calculator, small group instruction, extra time, use of low-tech assistive technology devices, or other accommodations that would help the cadet succeed in the general curriculum with more ease. It is not required that the teacher delivering the Tier 2 intervention be a special education teacher. A general education teacher can deliver this instruction. Cadets will remain at this stage for approximately one marking period.

If, after the end of the contract time period, a cadet continues to demonstrate lack of significant growth despite working to fulfill the contract, the cadet will move from Tier 2 to Tier 3. These cadets will not be called before the Academic Review Board as they have fulfilled all aspects of the contract. At this stage, a new learning contract will be developed, including additional support such as modifications to applicable curriculum. Cadets may require a scribe, diminished requirements for assignments, copies of notes, oral testing, or high-tech assistive technology. At the conclusion of the second contract, cadets still failing to meet minimum performance expectations will be referred for special education testing.

Cadets that are referred for special education services will go through the initial evaluation procedure. That procedure will follow state and federal regulation related to providing parents with procedural guidelines and safeguards, written parent request for evaluation, meeting notifications, meeting participants, consent to evaluate forms, and other required scheduled meetings and paperwork. Evaluation may include testing (such as aptitude, achievement, or other testing), input from specialists, parents, and faculty. At the conclusion of this evaluation period, according to law, a meeting will be appropriately scheduled and attended to discuss eligibility, classification and placement, if appropriate. Once evaluation results have been compiled, another meeting would be scheduled to discuss eligibility, classification, placement, and an Individualized Education Plan, if appropriate. Participants at the meeting will be the same as at the initial meeting.

As required by law, and likely to occur at some time during a cadet's high school years, the school will comply with all re-evaluation procedures for cadets already identified with disabilities. After completion of all re-evaluation assessment measures, the IEP team will determine if special education services are still necessary and/or if there should be a change in classification or placement. If it is determined that special education services are still appropriate, the IEP will be renewed and appropriate goals and objectives will be included in a new IEP. If the IEP team determines that special education services are no longer required, the cadet will be monitored by the school's at-risk committee for an appropriate time period.

The school will annually review all IEP/504 plans in accordance with all applicable law and regulation, providing notices within appropriate timeframes and keeping all parties informed. The school will implement IEP/504 changes as outlined in the document.

Cadets with disabilities will be educated in the least-restrictive environment in a manner which fully complies with their IEPs, promotes inclusion and engagement in school activities, and fosters involvement with the entire school community. A continuum of special education services will be provided in accordance to state and federal law. FSMA will follow a full-inclusion model. Cadets with disabilities will be informed of the expectations of its full-time JROTC program and the accommodations that would be provided to address needs identified in an IEP/504 plan. FSMA faculty and staff will work with appropriate personnel to ensure that the needs of cadets are met in the most appropriate settings.

Monitoring compliance for special education will be the responsibility of a member of the school's administrative team until a designee is identified and fully trained.

b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.

The school will determine qualification for its Response to Intervention procedures through the collection of data from several resources, including, but not limited to:

- 1) Classroom academic performance in one or more subjects
- 2) State or nationally-normed testing
- 3) Formal placements in tutoring
- 4) Formal referrals for behavioral issues
- 5) Anecdotal evidence of classroom issues related to academics, behavior, or other areas that impede learning.

As presented above, students who do not appear to be performing generally on grade level will be referred to the school's At-Risk Committee after having received Tier I interventions (such as occasional tutoring or other efforts previously identified as additional support) and not demonstrating improvement. The At-Risk Committee may include, but is not limited to: a classroom teacher, an administrator, a special education teacher, and the school nurse. The committee will evaluate data related to the student and develop an academic or behavioral contract that identifies the Tier II accommodations that will be provided to the cadet, as well as the expectations of the cadet and the cadet's parent/guardian, such as nightly completion of homework, attendance at tutoring, etc. Progress related to student performance will be monitored by an assigned member of the At-Risk Committee. If, after the conclusion of six weeks that the student is assigned to Tier II and a contract, interventions fail to improve outcomes, the student will move to Tier III and be provided more intensive support and a new learning contract with those supports outlined. At the conclusion of the contract, the At-Risk Committee will then determine if the student should be referred for special education evaluation.

c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.

The At-Risk Committee is designed to serve as a source for instructional support. Appointment to the At-Risk Committee will be determined by the school leadership, course instructors, and/or the special education teacher, who will, additionally, be responsible for the development of policy and procedure related to the At-Risk Committee.

d. Describe the continuum of educational placements available to students with disabilities.

FSMA will provide a continuum of educational placements in a full inclusion model. Students with disabilities will be given the appropriate services and support, either through contracted related services or through the school's internal At-Risk Committee. The school will be sensitive in facility selection to ensure that the continuum is met to the standard of law.

e. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

The school will have at least one faculty member on staff that is certified in special education. Additionally, the academic leader of the school or a designee will receive all DEDOE trainings related to special education, will be required to have a working knowledge of state and federal law related to the identification, evaluation, and education of students with disabilities. The Superintendent will take part in a mentorship with various charter school leaders, including Edward Emmett, at Positive Outcomes Charter School, which serves a high number of students with disabilities, to gain expertise in this area.

To ensure that staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities, the Superintendent or an assignee will regularly monitor all activities related to students with disabilities. A special education teacher will provide in-class support and will monitor the delivery of services outlined in the IEP/504 to students with disabilities and will provide professional development to staff, either individually or as a group, in relation to IEP/504 implementation.

All new staff will complete a training module related to delivery of special education, and those staff who are engaged with students with complex disabilities will receive specially-designed training prior to the first student day of school to ensure that they have the capacity to deliver curriculum effectively to those identified students.

f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.

FSMA will contract for related services such as occupational therapy, speech and language therapy, or psychological services. Related services will be scheduled during the school day. Assistive technologies will be employed based on need as identified in a student's IEP or 504 plan.

g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and

administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.

FSMA will have at least one faculty member who is certified in special education. Additional special education staff will be hired based on the student population need. It is projected that related service providers will be coordinated by the school's Commandant and hired based on identified student need.

Job duties:

Administration

Member of IEP team

Member of At-Risk Committee

Sign off on academic contracts

Regular monitoring of special education delivery and compliance.

Coordinate related services hiring and monitoring

Certified Special Education Teacher

Member of At-Risk Committee

Coordinate all IEP/504 required communications and paperwork

Collect data and manage IEP implementation

Monitor classroom delivery of IEP/504 plan

Provide professional support to classroom teachers

Provide professional development to staff as needed

Guidance Counselor

Member of At-Risk Committee

Assist with implementation of IEP/504 plans

Assist with related services as needed

h. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

Not Applicable

i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Cadets with issues that are not relative to a specific learning disability may qualify for a 504 Plan. The 504 Plan would afford provide basic accommodations to support academic success in the general curriculum. Cadets with a 504 Plan are general education cadets. However, they have all rights and protections that are afforded to special education cadets under IDEA. The 504 Plan, like the IEP, must be revisited annually for appropriateness and renewal. Compliance will be the responsibility of a member of the school's administrative team.

j. Complying with Title VI and VII of the Civil Rights Act of 1964.

Compliance monitoring of Title VI & VII of the Civil Rights Act of 1964 falls to the school leadership team or an assignee who will attend applicable professional development and maintain a manual documentation related to Title VI and VII. FSMA supports a work and learning environment free of discrimination of any kind.

k. Complying with Title IX of the Education amendments of 1972.

The FSMA administrative team or an assignee will monitor and maintain documentation related to Title IX. All athletic programming will be developed with sensitivity to the regulations related to Title IX. Prior to the first day of school, a member of the school's leadership team or an assignee will meet with officials from DIAA to discuss all responsibilities as it pertains to Title IX.

1. **Having certified special education teacher(s) providing services for cadets with disabilities.**

The school will ensure it has highly qualified and certified special education teachers as needed prior to the start of school. The school will advertise for highly qualified special education teachers on the various websites (such as the National Alliance for Public Charter Schools job board, various special education job boards), the News Journal, and on the Teach Delaware website, as well as recruit at teacher job fairs at the local Universities.

8. Economic Viability

- a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications – Update this section to make it current)

<i>Position</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
Superintendent	1	1	1	1
Commandant	1	1	1	1
Lead Teachers	1 (SpEd)	5 (Core+SpEd)	5 (Core+SpEd)	5(Core+SpEd)
Teachers (incl. JROTC)	18	20.5	27.5	34.5
Paras	2	2.75	3	4
Nurse	1	1	1	1
Guidance	1	1	1	1
Athletic Director	0	.5	.5	.5
Custodian	3	3	3	3
Clerical	2	2.5	2.5	2.5
<i>Total FTE</i>	<i>30</i>	<i>38.25</i>	<i>35.5</i>	<i>53.5</i>

Job Descriptions are as follows:

POSITION: Superintendent

SUPERVISES: Commandant and senior staff

PRIMARY FUNCTIONS: The Superintendent shall be the Chief Executive Officer of FSMA providing the vision and necessary leadership to accomplish the goals and objectives of the Board either directly or indirectly via those he/she supervises. The Superintendent is the administrative head of all departments of FSMA and is responsible for FSMA's effective operation.

PERFORMANCE RESPONSIBILITIES:

1. Organizing and supervising administrative activities.
2. Monitoring instructional leadership, including evaluation of curriculum and ensuring students have equal access to programs and resources to maximize student academic achievement and success.
3. Monitoring student behavior, academic performance, parent and community satisfaction.
4. Completing all required Delaware Department of Education/State of Delaware trainings related to human resources, DPASII, finance, and other trainings as identified.
5. Completing all required forms and reporting to the Delaware Department of Education and State of Delaware in a timely manner.
6. Ensuring the effective administration of human resource policies, procedures and agreements.
7. Proposing and implementing an annual budget that is fiscally responsible and monitoring financial resource allocations in compliance with applicable policies and laws.
8. Overseeing construction, maintenance, and renovation projects of school buildings and grounds.
9. Overseeing and monitoring all contracting, including student support services including transportation, nutrition.

10. Reporting directly to the Board of Directors as a professional consultant and advisor of the Board, making recommendations on a variety of matters.
11. Exercising high ethical and moral standards and administering the school in conformance with federal laws and regulations, state laws, Delaware Department of Education regulations and FSMA policies and regulations.
12. Pursuing alternative funding opportunities, including grants.

MINIMUM QUALIFICATIONS:

1. Has a minimum of three (3) years teaching experience and three (3) years administrative experience.
2. Has awareness of special education law.
3. Possesses expertise in all state financial and human resources systems.
4. Successful experience in supervision, human resources, and management.
5. Has demonstrated strong leadership skills and oral and written communication skills.
6. Possesses a background in Learning Focused curriculum delivery or similar system.
7. Has previous experience in working with a Charter School.

POSITION: Commandant

SUPERVISES: All staff below Commandant and Senior Staff

PRIMARY FUNCTIONS: The Commandant is responsible for the administration of the total school program, including the JROTC program. Serves as the instructional leader for the staff, cadets, and community. These responsibilities include establishing a climate conducive to learning, clarifying roles and expectations, conducting long range planning, and coordinating community involvement in the total school program.

PERFORMANCE RESPONSIBILITIES:

1. Working cooperatively with the staff and community in designing and implementing curriculum to address the needs of the cadets in accordance with State standards.
2. Conducting classroom observations and appraisals in accordance to School and DPASII standards.
3. Creating and delivering professional development programming to reflect competencies and needs of staff.
4. Establishing conditions that will promote effective utilization of available resources.
5. Developing and sustaining a program of public relations to establish and maintain favorable relationships with the community, local groups, and individuals to foster understanding and solicit support for overall school objectives and programs.
6. Developing school plans and organizational procedures for the health, safety, discipline and conduct of cadets.
7. Planning programs of study, as well as athletic and extracurricular activities that meet the needs of the Corps of Cadets.
8. Planning and implementing a program of cadet services.
9. Serving as administrative lead on all IEP/504 meetings

QUALIFICATIONS:

1. Hold an advanced degree in education and experience in educational leadership.
2. Have experience in special education.
3. Have a background in Learning Focused curriculum delivery or similar system.
4. Have educational experience in the use of data to drive instructional improvement.
5. Have a strong background in curriculum development and current education issues.

POSITION: Lead Teacher

SUPERVISES: Team teachers

PRIMARY FUNCTION: Lead teachers in subject areas will serve as content experts for their peers and will be asked to serve on At-Risk committees as designated. Lead teachers will direct PLC activities and assist in the creation of staff development programming.

PERFORMANCE RESPONSIBILITIES:

1. Managing personal classroom schedule effectively and demonstrating exceptional skill through improved student learning as demonstrated by various classroom data sources.
2. Leading PLC activities and assisting peers in developing deeper understanding related to content, classroom behavior management, and using data to improve outcomes.
3. Participating in At-Risk team meetings and providing input on assisting students in need of support.
4. Participating in peer-reviews
5. Providing in-service training as identified.

QUALIFICATIONS:

1. Fully certified and Highly Qualified.
2. Completed background check.
3. Five years of experience or demonstrated leadership capacity.
4. Advanced degree preferred in subject area.

POSITION: Teacher

PRIMARY FUNCTION: Teachers in subject areas will deliver content according to course description and scope and sequence.

PERFORMANCE RESPONSIBILITIES:

1. Managing personal classroom schedule effectively
2. Using data to improve instruction and student outcomes
3. Participating actively in PLC
4. Participating in At-Risk committee when called upon
5. Creating additional cadet tutoring time before, during, or after school.

QUALIFICATIONS:

1. Certified in DE and Highly Qualified in subject area
2. Completed background check

POSITION: Paraprofessional

PRIMARY FUNCTION: Support special education and general education teachers in delivery curricular content.

QUALIFICATIONS:

1. Certified in both special education and general education for paraprofessional.

POSITION: Nurse

PRIMARY FUNCTION: Provide all health and wellness to cadets during the school day and monitor school for compliance related to all health and safety requirements.

PERFORMANCE RESPONSIBILITIES:

1. Ensuring compliance with all health records and required screenings.
2. Managing all medications and distribution of medications.
3. Sitting in on At-Risk and IEP meetings as necessary.
4. Managing cadet wellness activities .
5. Training staff on emergency health procedures.

QUALIFICATIONS

1. Currently licensed RN.
2. Experience as a school nurse or participation in school nurse trainings.

POSITION: JROTC

PRIMARY FUNCTION: Delivery JROTC programming

PERFORMANCE RESPONSIBILITIES:

As outlined by Military Branch

POSITION: Guidance Counselor

PRIMARY FUNCTION: Serve as support to faculty and nurse in providing an environment

conducive to learning and support cadets in school/family/life related issues.

PERFORMANCE RESPONSIBILITIES:

1. Providing structured support to students with disabilities and students assigned to performance contracts.
2. Sitting in on At-Risk team.
3. Developing contacts and skills in addressing student social issues.
4. Developing contacts and support for post-high school placement.
5. Coordinate all PSAT/SAT testing for school.

QUALIFICATIONS:

1. Certified Guidance Counselor
2. Experience with special education

POSITION: Athletic Director

PRIMARY FUNCTION: Coordinate all athletics at school.

PERFORMANCE RESPONSIBILITIES:

1. Participating in all DIAA activities and monitor DIAA status for all sports.
2. Coordinating practices, schedules, games for athletics.
3. Assisting in hiring, monitoring of all paid/volunteer coaches.
4. Providing fundraising leadership to support athletics.

QUALIFICATIONS:

1. Past coaching experience
2. Completed background check

POSITION: Custodian

PRIMARY FUNCTION: Provide day-to-day custodial services to school

PERFORMANCE RESPONSIBILITIES:

1. Conducting daily check of school facilities to ensure premises remains a safe learning environment.
2. Maintaining all logs related to facility cleanliness and safety and providing purchasing recommendations.
3. Daily cleaning and emergency cleaning and maintenance as necessary
4. Managing all contractors related to maintenance.

QUALIFICATIONS:

1. Previous experience as a custodian in a school or industrial facility.

POSITION: Clerical

PRIMARY FUNCTION: Provide day-to-day clerical support as identified

PERFORMANCE RESPONSIBILITIES:

1. Providing a positive and helpful environment to faculty, cadets and families.
2. Providing support related to state systems (e-school, fsf, etc) as identified and as trained.
3. Other duties as assigned.

- b. List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)**

All positions of the school will be employees of the school. Positions are subject to final budget approval by the board, but individual hires below Superintendent are not. The Board of Directors shall directly hire and monitor only one employee, the Superintendent. The hiring and monitoring of all other positions shall be the responsibility of the Superintendent and Commandant. .

- c. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications – provide original documentation and any changes)**

The school has reserved the following in the school's four year budget plan for facilities:

Year 1	Year 2	Year 3	Year 4
\$ 280,573	\$ 560,925	\$ 442,043	\$ 579,521

The funds for the facility will be derived from the school's operating budget. Federal charter school start-up grant funding will help allow the school to further enhance the funding available to offset engineering and facility planning costs.

Because the board does not project having the capital to purchase a facility, the board projects a lease arrangement inclusive of costs of all renovations necessary for a certificate of occupation, as required by law. The school board projects direct control of the site at least by June 15 prior to the school's opening day, with a certificate of occupancy completed by June 15, as required by regulation.

- d. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications – provide original documentation and any changes)**

The board projects that the school facilities will be leased, and thus, ownership shall not sit with First State Military Academy or its Board of Directors. The school shall not maintain any debt with regards to facilities during a lease arrangement.

- e. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)**

FSMA projects to have all contracts language completed by April 1 and final contracts signed by June 1 to reflect the May 1 student count, which will drive many of the contracted services. The following contracts are projected for FSMA and included as line items in the proposed budget:

Transportation (under Student Travel)

Food Service (under Food-Instit)

Speech and hearing (under Speech)

Occupational therapy (under Professional Services)

Psychologists

Any other contracted services required for Special Education (under Professional Services)

Telephone Services
Copier equipment rental
Computer services

FSMA fully expects to rent the necessary facilities to serve its student population in the first four years of the school and will execute a contract to that end that is in compliance with the conditions set forth by the authorizer and state code that requires a certificate of occupancy by June 15th of the year in which the school will open.

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. The budget spreadsheet is located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/Revenue%20Estimates.xls>. Should you have questions in accessing, completing or understanding this spreadsheet please contact Scott Kessel, Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to complete the on line budget worksheets located at the following link: <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/new%20charter%20budget%20worksheet%20sample%20blank.xls>. Estimates for federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from Julia Webster, Charter Schools Office, who can be reached at (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of cadets anticipated at each grade, the numbers of cadets anticipated from various districts, the anticipated special education classifications of enrolling cadets, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as cadets actually enroll and staff is hired.

The applicant must consult Scott Kessel regarding online forms for revenue projection at 302-735-4040 or skessel@doe.k12.de.us.

- f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)**

While the board will actively pursue all available foundation money, it projects that start up costs will all be covered by the federal charter school start-up grant. The work completed by the Superintendent will be compliant with grant guidelines and will include the required job shadowing, attending required DEDOE trainings, document preparation, marketing, facility activities, and other work required in the pre-operational year of the school. Following is the projected start up budget from July 2012 to July 2013 prior to the first year budget.

School Leader (1099)	\$ 70,000.00
Marketing/Hard Costs	\$ 10,000.00
Office Space	\$ 5,000.00
Admin Asst (1099)	\$ 5,000.00
Counselor (1099)	\$ 5,000.00

Misc Opening Expenses	
Project Engineering	\$ 10,000.00
Staff Development	\$ 8,000.00
Office Supplies	\$ 5,000.00
Technology	\$ 4,000.00
Legal	\$ 3,000.00

TOTAL \$ 125,000.00

- g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request. (Renewal/Modifications – provide original documentation and any changes)**

The Board-approved budget is based upon estimated state, local and federal/military branch funds as identified by the Delaware Department of Education and typically afforded to JROTC programs. The student mix for the school that has determined the conservative local funds estimate has been based on a likely draw area of a school located in Kent County with a primary draw from the Smyrna, Capital, and Caesar Rodney school districts. Additionally, the school has included federal charter school start up grant funding for which it will apply upon the approval of the charter. Fundraising is not projected to serve as a significant source of operational revenue for FSMA, and so is not included as a revenue source. Funds will be deposited using the First State Financial System, which is direct transfer. Please see Appendix H for the required budget sheets.

- h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll**

each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

In establishing the student population and growth, the school estimates that it can successfully operate with 80% of its projected student population. The budget has been crafted conservatively, with the greatest estimated costs allowed and the most reasonable income projected. This effort creates an important buffer in case fewer than projected students enroll. The board has received several trainings related to how charter schools in Delaware are funded and the expenses incurred in operating a charter school. Thus, the board is aware that a reduced student population will result in fewer funding dollars. The board has reviewed line item details of the budget, including operations and staffing, and identified that the appropriate faculty will be able to be in place to provide the educational program projected in this application and that at that 80% student population the school will also have the essential funding to maintain operational quality.

If the school fails to reach full enrollment by February 1, 2013, the Community Relations Committee, Executive Board and Superintendent will develop a master recruitment plan that will be implemented immediately, taking into consideration previous recruitment activities.

9. Administrative and Financial Operations

- a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)**

Please see Appendix I for a copy of the FSMA proposed plan for managing financial operations. Briefly, the Superintendent will handle all senior approval roles and will assign at least two other staff to serve as additional checks and balances related to the financial operations of the school in compliance with FSF. The Superintendent will have direct responsibility for all budgeting, financial management, and internal controls.

- b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)**

The role of each member of the First State Military Academy Board of Directors is to

- ✓ Uphold the highest level of integrity to maintain the public trust
- ✓ Responsibly carry out the fiduciary duties as a member of the board
- ✓ Understand the critical issues of charter school governance
- ✓ Promote the school in the community and beyond
- ✓ Be an active participant on the board and willingly volunteer for duties of leadership

The Board of Directors accepts the responsibility for oversight of the school and will uphold its governance and fiduciary duties through the following methods:

- 1) Establishment and maintenance of active board-level committees, including but not limited to:
 - Executive Committee
 - Citizens Budget Oversight Committee
 - Finance and Compensation Committee
 - Academic Excellence and Leadership Committee
 - Facilities Committee

Board members will chair each of these committees which will be inclusive of, at least, one other board member, one parent, and one staff member. These committees will be the direct performance management monitors of each particular area of governance and will develop performance targets prior to the school's annual governing board meeting. At this annual meeting, the board will approve targets and will hear monthly progress reports from the committee or school leadership regarding performance related to targets.

- 2) All board members will complete financial training as required by law prior to the first day of school, and will further complete a more complex training offered by the school leadership prior to the first day of service.
- 3) The board will be presented school financials on a monthly basis with correlations to student enrollment data, staffing, federal, state and local funding, and all other essential information related to the financial management of a public, non-profit charter school. The board will maintain records of meetings and post both board minutes and financial records on its website as required by law and in compliance with regulation.
- 4) The board will participate in an annual retreat that reviews the school's past academic and financial performance, including the performance of school leadership based on the job description outlined upon hiring and the targets set at the onset of the contract. Further, the board and the school leader, based on the information and data presented by individual committees with oversight of specific areas, shall set targets for the upcoming school year.

c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

FSMA management will be led by a Superintendent and a Commandant. It is expected that the Superintendent will serve as head of school and be the final voice in operational decisions. The Commandant will provide academic leadership. The Superintendent will be expected to be conversant in all aspects of FSF, PHRST, contracting and contract monitoring, operations and fundraising. The Commandant will be expected to be conversant in the DPASII, state standards, assessment, professional development, data analysis, and curriculum development. The Superintendent and Commandant will share duties for personnel management, with the Superintendent managing all operational issues (such as benefits, pay, etc.) and the Commandant managing all professional issues (such as evaluation, professional development plans, etc.). The Superintendent or Commandant will serve as the leader for special education compliance, with oversight of qualified personnel.

The school does not project contracting with an outside group to manage any portion of the education, administrative, or financial operations of the school

d. Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications – provide original documentation and any changes)

To reflect authentic parent and staff engagement of the school beyond the state law requiring that a parent and teacher from the school sit on its board, FSMA parents and staff will be included on committees of the board that will play an instrumental role in developing performance targets for the school.

The founding committee projects other parent organizations, such as a PTA and a Sports Boosters group. These organizations will be given the opportunity to provide input through the board's committee structure as well.

As a public school, FSMA will post public meetings and provide frequent reminders to its internal and external stakeholders. Time will be reserved during board meetings for public input. The school will also provide the email address of the secretary of the board in the student handbook as another conduit for communication with the board.

Annually, the school will distribute a satisfaction survey to parents that will be used in developing performance targets for the coming year.

e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications – provide original documentation and any changes)

The hiring process will follow the policies prescribed in the employee handbook. Please see Appendix J for a copy of the handbook. The board will be engaged only in two hiring activities: Superintendent and Commandant. For the Superintendent, the board will have sole responsibility in hiring and evaluating. For the Commandant, the Superintendent will present the applications of three candidates to be reviewed by the board. The board will be given the opportunity to meet all candidates. The board will provide its feedback related to each candidate to the Superintendent. The Superintendent will hire the Commandant and will manage all staff.

Criteria for hiring will be based on the applicant's qualifications according to the stated job description, the credentials presented by the candidate, the references provided by the candidate including previous performance reviews, and a clean background check. The Superintendent shall be responsible for all hires and will be given the discretion to include any person deemed appropriate to assist in the decision to hire a candidate. Through the mentoring process outlined earlier that the Superintendent will undergo, this additional input may include hiring support from any of the mentors related to their area of expertise.

Position	Hire Date	Employ Date
Superintendent	May/June 2012	July 2012
Commandant	January 2013	July 2013
Administrative Assistant	September 2012	Part-time (1099), September 2012 Full-time, July 2013
School Nurse	February 2013	July 2013
Guidance Counselor	February 2013	Part-time (1099), March 2013 Full-time, July 2013
Special Education Teacher	February 2013	July 2013
Custodian	June 2013	July 2013
Faculty	April 2013	August 2013
Other staff based upon enrollment targets	July 2013	August 2013

f. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available. (Renewal/Modifications – provide original documentation and any changes)

FSMA will recruit highly qualified teachers in a variety of means, including, but not limited to:

- 1) Advertisement on various job boards, including National Alliance for Public Charter Schools job board, Military Alumni job boards, Monster.com, etc
- 2) Attendance at recruitment fairs, such as the University of Delaware teaching fair
- 3) School website
- 4) Direct advertisement

FSMA will make all effort to hire Delaware certified teachers. Faculty that have been hired that are not Delaware certified will be required to be enrolled in a program that leads to certification within 2 years. The Commandant will be charged with ensuring that all faculty not certified and highly qualified complete this requirement by the conclusion of year two of employment.

However, based on the history of the Delaware Military Academy's experience with staffing, it is expected that all staff will be Delaware certified and highly qualified upon opening.

- g. Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications – provide original documentation and any changes)**

FSMA, through its Superintendent or designee, coordinates all employment activity in order to:

- attract and hire the best candidates for all available positions;
- assure that proper employment practices, as defined by law and policy, are adhered to;
- assist the new employee in becoming acclimated to the school; and
- maximize the school's return on its investment

This hiring policy applies to all positions, but not limited to, regular, temporary, full-time, and part-time employment. The Superintendent is responsible for coordinating and communicating current standards and approval requirements for all employment related activities.

The Commandant seeking to fill a position contacts the Superintendent who assists in initiating the Personnel Requisition and advising what approvals are needed.

RECRUITING

Sourcing of candidates to fill an approved position, including the preparation and commitment of advertising; internal posting and the use of employment agencies, if necessary, is coordinated by the Superintendent.

INTERVIEWING

The Commandant and/or Superintendent will interview and hire candidates for employment. Scheduling of interviews; reference checking; and other related activities are the responsibility of the Superintendent in cooperation with the Commandant.

CONTRACT

All employees will receive contracts prior to the first day of the contract year. All employee contracts at the First State Military Academy are for one-year terms. Both the employee and the Superintendent will sign the contract and each party will receive a copy with the school seal affixed. The Superintendent's contract will be signed by the Board chairperson.

SALARY

Teachers and staff will receive a base pay equal to 95% of the current average of Kent County school districts' pay scale for their positions. They may also be eligible for incentive pay, depending on the achievement of the academy's overall goals in the area of student performance, parental satisfaction, Board satisfaction, and financial management as determined by the Superintendent and the Board of Directors. Teachers are employed on a twelve-month basis. Direct deposit payments will be made in 26 installments paid biweekly beginning in September and ending in August. The incentive payment will be made after July 1.

INITIATING EMPLOYMENT

The Superintendent will initiate employment through processing of the Payroll New Hire/Change Form. The new employee will provide additional information before or on the first day of employment to complete the personnel file; to initiate benefits coverage; and to authorize required deductions from payroll.

ORIENTATION

The Superintendent is responsible for providing the new employee with all necessary information at the start of employment. This includes, but is not limited to, information on benefits; pay; hours of work; vacation and sick days; and pertinent academy rules and regulations.

It is the academy's policy to handle all employee terminations in a fair, equitable and consistent manner. If the termination is initiated by an employee, supervisors should review the circumstances to determine if the termination can be avoided or if there is any action that should be taken to avoid similar terminations. If the termination is initiated by the academy, it is the responsibility of the Superintendent to be impartial, objective, fair and very clear to the employee as to the reason for the termination.

TERMINATION POLICY ADMINISTRATION

There are five types of terminations:

- Voluntary Resignation - A termination initiated by an employee for his or her own reasons.
- Retirement - Termination when an active employee retires from the academy.
- Non Renewal - A termination by the academy at the end of a contract.
- Academy Discharge - A termination initiated by the academy by reason of unsatisfactory performance; 2) misconduct or violation of a work rule or performance on site of any act; 3) an absence for three consecutive days unexcused; 4) the failure to return from an approved leave of absence/disability, or 5) by reason of reorganization, retrenchment, or financial constraints.
- Death - A termination initiated by the academy when an active employee dies.

Voluntary Resignations and Retirement

Voluntary resignations take effect at the end of the school year. Employees' should give notice of such termination in writing to the Superintendent, no later than May 15th of such year. In the event of such termination, the academy may choose to accelerate the effective date of termination, and pay the teacher through the date on which the teacher intended such termination to take effect.

If this is not the case and the employee works until the last day of school, she/he may request a check representing the balance of pay due for all work completed. This check will be provided to the employee soon after the last day of school.

If the employee wishes to terminate his/her contract before the end of any school year, she/he must provide the Superintendent thirty (30) days notice in writing. In the event of such a termination, the employee shall not be entitled to any "earned vacation" days. When an employee retires, he/she will be terminated on the last day of work before retirement. In addition, retiring employees should be carefully counseled by the Superintendent concerning benefits they will receive as a retired person.

Academy-initiated Terminations

The academy may at the end of any school year, terminate a teacher, provided the academy gives notice of such termination in writing to the teacher, no later than May 15th of such year.

The academy may terminate a teacher by reason of unsatisfactory performance, misconduct, or conduct unbecoming a teacher or tending to bring disrepute upon the First State Military Academy or the Delaware Department of Education; or by reason of reorganization, retrenchment, financial constraints, or any cause whatsoever. In the event of such termination the academy shall provide the teacher either thirty (30) days notice or thirty (30) days pay in lieu of notice. A teacher may be terminated without reason or cause with sixty (60) days notice. When this occurs, the academy shall pay the teacher through the end of the contract term. In the event of a termination, either by the academy or by the employee, the employee shall not be entitled to any "earned vacation" days.

Death

In the event of the death of an employee, the designated contact for the academy should be contacted immediately. The Superintendent and designated contact will notify the beneficiary regarding life insurance, medical, dental and other benefits as appropriate. The Superintendent will remain in contact with the designated beneficiary to ensure that all details are complete.

Exit Interview and Academy Property

An exit interview will be conducted by the Commandant or his/her designee upon termination of employment with the First State Military Academy. The purpose of this interview is to gather information concerning the work experiences of departing staff at FSMA, the value of orientation programs and other relevant topics. The information is regarded as confidential and will be shared with appropriate individuals on a need-to-know basis only. In addition, the exit interview provides departing staff with information concerning their benefits upon termination.

All FSMA property should be returned to the supervisor on the final day of employment. This includes, but is not limited to, keys, books, computers, and other equipment.

For more detail, please see *Appendix J* for the employee handbook.

- h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)**

As a public charter school, FSMA is required to use DPASII as an evaluation tool for its faculty and staff. The Commandant will be fully trained on DPASII prior to opening day of school and use DPASII to evaluate teacher efficacy, using both direct classroom observation and student performance data.

Leadership will use DPASII information as a source for professional development for individual teachers and the staff as a whole. Struggling faculty, identified as such in DPASII evaluation, will be placed on a professional development plan that reflects input from DPASII and provides specific measures toward improvement. If, based on DPASII data, the faculty as a group demonstrates a deficit in either content or general skills, the school will address such deficits through a whole-school or department-targeted staff development plan. DPASII will also inform the Commandant related to faculty that demonstrate leadership qualities and thus, should be promoted to higher levels of responsibility, as developed by the Commandant and Superintendent.

All staff at FSMA will be contracted on an annual basis, and DPASII evaluation will be among areas discussed during contract renewal.

- i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will be accountable to parents by being a transparent organization that posts information related to the board, governance, and school finance in a public and timely manner. By being included in board committees, parents are given an authentic stake in the school and thus, an equal share in accountability.

The school will annually survey parents, and use their responses to drive performance targets set by the committees of the board.

Individual parent issues will be addressed in the following manner:

- 1) Any individual student problem will first be introduced to the student's teacher, if it is a course-specific issue. If it is a broader issue, the problem will be introduced to the Commandant.
- 2) If the parent is not satisfied with the response from the teacher, the parent and teacher will meet with the Commandant.
- 3) The parent may request to meet with the Superintendent if the response from the Commandant fails to address the problem.
- 4) If the parent remains dissatisfied with the response from the Superintendent, the parent may present the issue to the board. The board will ask that the parent provide a written description of the issue and the responses that have taken place. The parent may either be present to discuss the issue at the next board meeting, but must address the issue in writing for board consideration.

The board will provide a written response within two weeks following the meeting if no formal action is required or by the following meeting if formal action is required.

- j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5. (Renewal/Modifications – provide original documentation and any changes)**

The board does not project contracting any portion of the operation of the school to an outside group.

- k. If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications – provide original documentation and any changes)**

Not applicable

- l. Describe the plan (including timetable) to be used for recruiting students/. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications – provide original documentation and any changes)**

Kent County has experienced dynamic growth in the last decade. According to the most recent county U.S. Census, Kent County encountered a 28% increase in population from the previous census. Delaware public works organizations (such as transportation and land use groups) in various reports further suggest that this substantial growth in Kent County will continue into the future. A number of school districts have proposed additions to existing high schools or new schools to accommodate this growth. Clearly, these indicators demonstrate that there is a growing population of school-aged students in the Kent County area.

The board also reviewed choice options in Kent County. Less than 800 seats at private high schools are available, and the public-choice options with a focused learning program are available only through the

Polytech High School and Positive Outcomes Charter School. Further, district high schools in the county rarely accept students for choice without good cause.

With this information in hand which describes past growth and current educational options, the board further pursued specific interest in FSMA through several means, including an online survey. A survey link was sent to approximately 700 people and was also distributed to local press in late December. At the time of submission of this application, the response rate was slightly more than 20%, and of those respondents, 70% stated that they were likely to consider First State Military Academy for their child's high school selection. For a copy of the survey results, please see Appendix K. The board recognized that many may not have had timely access to the link and therefore gathered petitions of support. Please see Appendix L for a copy of those petitions. Additionally, since FSMA expects to deliver a similar model to Delaware Military Academy, which currently experiences more than twice as many applications for seats available, it feels confident that it can meet its enrollment goals.

FSMA Cadet Recruitment Plan

TASK	DEADLINE	ASSIGNED TO:
Expand committee for diversity and community outreach capacity	April	Community Relations Committee
Develop press kit based on application	April	Community Relations Committee
Press release upon charter approval to press list	April	Community Relations Committee
Assist in writing federal start-up grant application	April	Community Relations Committee
Press release upon Superintendent hire	June	Community Relations Committee
Superintendent meet and greet event	June	Community Relations Committee
Develop enrollment management procedures	June	Superintendent/Executive Committee
Website updated with response options for enrollment (both English and Spanish) on regular basis	June-close of application period	Manny Cuesta
Static marketing materials developed and printed	June	Superintendent/Community Relations Committee
Summer recruitment schedule created (community fairs, ball park events, veterans events)	June	Community Relations Committee
Update press kit	June	Superintendent/Community Relations Committee
Schedule volunteer staffing of summer recruitment activities	June	Superintendent/Community Relations Committee
Application materials finalized	June	Superintendent/Executive Committee
Fulfill summer schedule	June-August	School community

Contact local print, radio, and other media for advertising quotes	July	Community Relations Committee
Develop media recruitment campaign	July	Superintendent/Community Relations Committee
Develop presentation for recruitment based on responses at community events	July	Superintendent/Community Relations Committee/Executive Committee
Test recruitment presentation	August	Superintendent/Community Relations Committee
Create recruitment campaign schedule (at local libraries, middle schools, veterans settings, community organizations, special interest groups, churches, etc. in Kent County)	August	Superintendent/Community Relations Committee
Deploy first level media	September	Superintendent
Implement personal recruitment presentations	September through December	Superintendent/Community Relations Committee/Board
Guest speakers lined up for recruitment presentations	September	Superintendent/Community Relations Committee
Manage applications, track responses, and provide weekly progress reports	August through full enrollment achieved	Superintendent
Evaluate recruitment progress and manage any changes necessary	September through full enrollment achieved	Superintendent/Community Relations Committee
Deploy second level media, including talk show segments, national press, military press	October through December	Superintendent/Community Relations Committee
Press release regarding facility	November	Community Relations Committee
Open houses at facility	November	Superintendent/Community Relations Committee/Board
Follow-up phone calls to applicants and parents from board members	September through full enrollment achieved	Board/Superintendent
Veterans Day Event	November	Superintendent/Community Relations Committee
Guest speakers deployed	November/December	Superintendent
Deploy third level media if necessary (additional outreach via direct mail and/or other outlets)	December	Superintendent/Community Relations Committee
Pearl Harbor event/guest speaker	December	Superintendent
Christmas open house at facility for all enrolled families and veterans	December	

- m. List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)**

The school will provide the following admissions preferences, as based in Del. 506(3) in this order:

- ✓ Children of the founding committee (fewer than 5% of total enrollment)
- ✓ Children of faculty and staff employed for more than 30 hours at the school
- ✓ Siblings of students enrolled in the school

- n. If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)**

Founders of the school are identified as any member of the school's founding committee who can document more than 30 hours of volunteer work toward the school prior to August 1, 2012. A list will be created with these names and will be considered the "Founding Members" of FSMA. FSMA makes clear that donations of money will not influence enrollment and that only the minimum time commitment completed by the above deadline as identified above constitutes founding member status for admissions preference.

- o. Describe the plan for selecting cadets if more cadets seek admission than space allows. If a lottery is used, describe how it will be conducted. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will advertise the open application period for grades 9 and 10 in Year 1 from August 1, 2012 through January 5, 2013; and then October 10 through December 21st of the year preceding enrollment for all subsequent years. If the 21st of December falls on a weekend, the deadline will be extended to the following Monday. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. Please see Appendix M for a copy of the school's proposed student application.

If oversubscribed at the end of the open application period, FSMA will publicize and hold a lottery in public, applying preferences as stated in charter and allowed by state law.

Applications received after the open application period (Oct. 10-Nov. 21) will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, FSMA will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The Lottery will be held at the school during the third week of January and will be publicly announced on the school's website.

FSMA will show preference in filling the positions in the school, as allowed by Delaware State Law. The following preferences will be applied in the order listed below:

- 1) Children of Founding Members - The Board will maintain a list on file. This number cannot exceed 5% of the total seats available. Founders cannot be added to the list established.
- 2) Children of employees of First State Military Academy.
- 3) In year 1, siblings of children already selected for the school, either through lottery or rolling enrollment. In future years, siblings of children enrolled in the school.

Residency must be established as of the date of the lottery and proper verification will be required after students have been accepted. Students accepted through lottery must meet with either the Commandant or Superintendent following that selection to review the school policies related to the JROTC program and take a placement test to conclude the enrollment process. The school will make three attempts to arrange an interview and placement testing within three weeks after the conclusion of the lottery. If the parents/guardians and student fail to respond to either the meeting or the placement test, it will be assumed that the student is no longer interested in enrollment and the next student on the list will be invited to enroll.

The order of the lotteries to determine admission for Year 1 will be Grade 10, 9. In Year 2 and 3, order will be Grade 11, 10, 9. In Year 4, the school does not project adding students in grades 11 or 12, and so the lottery order will be Grade 10, 9.

The intent of the sibling preference law is to keep families together.

SIBLING by definition is a:

- A. Biological/adoptive sibling
- B. Stepsiblings residing in the same household.
- C. Foster children residing within the same household
- D. Stepsiblings living in different households are not considered for a sibling preference.
- F. Same grade siblings will be treated as two separate students applying, rather than as a single unit.

NOTE: Siblings of enrolled cadets must submit an application to the school during the open enrollment period to be considered for admission.

Unless circumstances dictate otherwise (financial reasons, numbers low in class, employee's child, other) FSMA does not admit 11th and 12th grade students.

After the lottery takes place, those who wish to apply may request an application from the office. Once received, the application would be placed on the waiting list in order received. Applications are only valid for one year. New applications for the following year will need to be submitted for next year's consideration. The waiting list does not carry over year to year.

Up through September 30th of the current school year, FSMA will use the waiting list for admissions.

- p. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will advertise the **open application period** for grades 9 and 10 in Year 1 from August 1 2012 through January 5, 2013; and then October 10 through December 21st of the year preceding enrollment for all subsequent years. If the 21st of December falls on a weekend, the deadline will be extended to the

following Monday. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline.

If oversubscribed at the end of the open application period, FSMA will publicize and hold a lottery in public, applying preferences as stated in charter and allowed by state law.

Applications received after the open application period (Oct. 10-Dec. 21) will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, FSMA will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The Lottery will be held at the school during the third week of January and will be publicly announced on the school's website.

This time frame coincides with the state's school choice program and will give parents the opportunity to visit schools and then apply to the school that best reflects their child's individual needs.

- q. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications – Not Applicable)**

Category	Task	Notes	Board Approval Needed	Due Date
Student Learning Time	☐ Establish school-year calendar	☐ Submit completed school-year calendar to DEDOE ☐ After approval, distribute to teachers, students and families	Yes	Dec. 2012
Student Learning Time	☐ Finalize daily schedule	☐ Submit finalized daily schedule to DEDPE ☐ After approval, distribute to teachers, students and families	Yes	April 2013
Curriculum & Instruction	☐ Ensure that the school has the capacity to implement its full educational plan and provide high quality curriculum and instruction in each grade			Dec. 2012
Curriculum & Instruction	☐ Order needed instructional materials and supplies, including textbooks, supplies, and curriculum materials	☐ Distribute supplies to classrooms at every grade level		April 2013

Curriculum & Instruction	☐ Create a detailed, specific course scope and sequence with sample units of instruction for all grade levels offered in Year 1,	☐ Distribute to all staff		July 2013
Accountability	☐ Ensure that Assessment Plan is aligned with the plan outlined in the school's charter application	☐ Include plan for collecting baseline data on student performance and other school indicators ✓ Ensure that Assessment Plan aligns with the school's Performance Framework and annual reporting requirements ✓ Ensure that the strategy for measuring and reporting student data aligns with state and federal requirements ✓ Ensure that the school can present evidence that it will be a data-driven and responsive organization	Yes	July 2013
Accountability	☐ Ensure that all testing materials have been arranged / secured			July 2013
Accountability	☐ Complete Performance Targets		Yes	July 2013

Governance & Management	☐ Retain legal counsel		Yes	May 2012
Governance & Management	☐ Name permanent school leader/principal and other key leadership roles	☐ Provide DEDOE with written notice that school leader / principal has been named within five days of hire date ☐ Include all relevant contact information	Yes	May 2012
Governance & Management	☐ Establish Operating Board of Trustees	☐ Confirm affirmation of eligibility for each Board member, including criminal background check, child abuse registry and conflict of interest issues ☐ Submit to DEDOE a letter requesting approval of and School Trustee Background Information for new Board members not included in original charter application as "Founding School Trustees" ✓ All eligibility checks must be completed 14 days prior to Board member approval	Yes	July 2013

Governance & Management	☐ Require that each Board member complete a disclosure of any financial interest form, using financials from previous year.	☐ Identify form and submit for operating board approval	Yes	July 2013
Governance & Management	☐ Obtain insurance for Board	☐ Must be established before first Board meeting as authorized charter school	Yes	April 2012
Governance & Management	☐ Finalize Board calendar; conduct first Board meeting	☐ Include Citizen Budget Oversight Meetings ☐ Create binder for Board minutes to be open to the public ☐ Ensure that public meeting notification is included ☐ Identify system for updating website with board minutes and financials	Yes	May 2012
Governance & Management	☐ Elect operating Board officers (Chair, President, Treasurer, Secretary, etc.)	☐ Submit finalized list of School Board Chairs to DEDOE	Yes	July 2013
Governance & Management	☐ Create final organizational chart for governance, senior management and instructional leadership		Yes	June 2013
Governance & Management	☐ Ensure that new governing Board members receive training on role, responsibilities and authority, including fiscal matters, oversight and accountability			June 2013
Governance & Management	☐ Engage independent auditor to review school's accounts and draft Initial Statement		Yes	June 2013
Governance & Management	☐ File IRS Form SS-4 to apply for a Federal Employer Identification Number (EIN)			May 2012
Governance & Management	☐ Apply for State Unemployment Number			May 2012
Governance & Management	☐ File IRS Form 1023 to obtain tax exempt, 501(c)(3) status	☐ Submit proof of Federal tax exempt status to DEDOE	Yes	April 2012
Governance & Management	☐ Begin to engage school community/parents to promote involvement in governance	☒ Continue to implement parent / community engagement plans set out in Application		Sept. 2012

Financial Management	☐ Finalize fiscal policies and procedures and obtain Board approval		Yes	June 2012
Financial Management	☐ Establish FSF and approved transactors			June 2012
Financial Management	☐ Establish billing system; confirm accounting system with internal controls			June 2012
Financial Management	☐ Develop unaudited statement of activities and financial statements prepared in accordance with GAAP	☐ Submit monthly statement to board that must include Statement of Financial Position, Statement of Activities, Statement of Cash Flows, as well as required note disclosures & supplemental schedule of functional expenses	Yes	June 2012
Financial Management	☐ Update and revise budget for first five years of charter to reflect changes to original application	☒ Ensure that final budget is entered into Chart of Accounts (see above) ☒ Ensure that start-up funds are sufficient to support school until first per-pupil payment arrives ☒ Year 1 budget must include escrow account for dissolution of at least \$25K, with \$75K to be provided by Year 3 of the charter term (see above)	Yes	June 2013
Financial Management	☐ Create detailed month-by-month cash flow projection for first year of operation		Yes	June 2013
Financial Management	☐ Develop specific budgets: classroom and office furniture; technology; classroom supplies; textbooks; curriculum materials		Yes	Feb. 2013
Financial Management	☐ PHRSTT training completed			May 2012
Financial Management	☐ Establish vendor accounts for office supplies and complete Electronic Funds Transfer (EFT) Enrollment Form			Aug. 2012
Financial Management	☐ Establish purchasing cycle			April 2013
Financial Management	☐ Review updated revenue streams (per pupil funds, special education funds, PCSP, IDEA, Titles I-V)			July 2012, July 2013

Grants	☐ Complete and submit Federal Charter Schools Program Grant Application			May 2012
Grants	Apply for E-Rate benefits			Check E-Rate Website for deadline
Grants	☐ Develop NCLB Title I consolidated application and determine whether to operate schoolwide or targeted assistance program during first year of operation	☐ Submit Consolidated grant		June 2013
Grants	☐ Research any other applicable grants and apply			Check individual grant deadlines
Facility Preparation	☐ Obtain insurance coverage for Commercial General liability and Umbrella liability	☐ Obtain Certificates of Insurance, all of which must meet the minimum levels required by the Charter Schools Act, including a provision to provide notice to SED of any material change, non-renewal or termination of the policy ☐ Submit all Certificates of Insurance to DEDOE ✓ See Insurance section	Yes	Upon final site approval
Facility Preparation	☐ Acquire location and facility for the school (via purchase or lease)	☐ Submit to DEDOE signed agreement within 10 days ✓ Ensure compliance with all statutory obligations	Yes	Dec. 2012
Facility Preparation	☐ Create Facility Completion Schedule, including renovations schedule and budget			Dec. 2012
Facility Preparation	☐ Acquire valid Certificate of Occupancy	☐ Submit appropriate documentation to DEDOE	Yes	June 15 2013

Facility Preparation	☐ Obtain evidence of all necessary inspections: State Department of Health, County Health Department, State Fire Marshall, local Fire Department, City Building Inspector, etc.		Yes	May 2013
Facility Preparation	☐ Notify parents/guardians, faculty, and staff of pesticide applications (if applicable)		Yes	As applicable
Facility Preparation	☐ Ensure that building/facility can accommodate students with physical disabilities			May 2013
Facility Preparation	☐ Create building safety plan		Yes	April 2013
Facility Preparation	☐ Create plan and procedures to control access to the building			April 2013
Facility Preparation	☐ Hire necessary custodial			July 2013
Facility Preparation	☐ Ensure adequate signage; ensure that building is numbered for emergency response	☐ Hang required labor posters		July 2013
Facility Preparation	☐ Purchase classroom and office furniture; Purchase office supplies			April 2013
Facility Preparation	☐ Complete office and classroom set-up checklists			June 2013
Facility Preparation	☐ Complete hallway/ exterior set-up checklist			June 2013
Facility Preparation	☐ Negotiate copy machine lease			April 2013
Facility Preparation	☐ Complete first day plans, including routines, welcome, operations			June 2013
Facility Preparation	☐ Ensure that all space is adequate and appropriate for intended use (e.g., office space, classroom space);			May 2013
Facility Preparation	☐ Ensure that the building is well-lit, clean and in good repair; Ensure that all rooms have necessary furnishings and equipment			August 2013

Facility Preparation	☐ Establish parking permits related to students		Yes	Jan. 2013
Performance Evaluation for Staff & Administrators	☐ Determine performance goals for school leader and define evaluation system		Yes	May 2012 then yearly
Performance Evaluation for Staff & Administrators	☐ Determine performance goals for school administrators and non-instructional staff and define an evaluation system			Jan. 2013
Performance Evaluation for Staff & Administrators	☐ Determine performance evaluation criteria and design plan for teachers			May 2013

Staffing	☐ Create organizational chart of staff and faculty that aligns with school model based on enrollment		Yes	May 2013
Staffing	☐ Approve final personnel policies and procedures, including position descriptions for each role	✓ Ensure that such policies are available to all stakeholders, including candidates for hire	Yes	Jan. 2013
Staffing	☐ Create staffing plan that ensures that the number of teachers is adequate and that assignments align with plan	☐ Create teacher roster, including teacher assignment by grade level or specialty ☐ Create teacher recruitment strategy; finalize compensation structure (including benefits)	Yes	April 2013
Staffing	☐ Post job descriptions			Feb. 2013
Staffing	☐ Create standard hiring letter and consultant contract (review by legal counsel)			Feb. 2013
Staffing	☐ Create model employee file, new hire checklist, and resignation/ termination checklist			Feb. 2013
Staffing	☐ Finalize and distribute Employee Handbook to all new staff		Yes	Jan. 2013
Staffing	☐ Develop system for recording employee attendance			April 2013
Staffing	☐ Develop time-off forms and system for reporting to payroll			April 2013
Staffing	☐ Establish process for securing substitute teachers	✓ Ensure completion of relevant background checks for all substitute staff		July 2013

Staffing	☐ Recruit and hire appropriately qualified staff	☒ Ensure teacher certification, with no more than the maximum number of non-certified teachers hired (lesser of 5 or 1/3) ☒ Ensure that teachers in core academic areas (defined by NCLB) are highly qualified in accordance with NCLB regulations ☒ Determine if teachers will need to complete additional federal or state qualification requirements		June 2013
Staffing	☐ Pursue fingerprint-supported criminal background checks for all staff	☐ Submit to SED fingerprint cards and clearance forms for each employee for approval	Yes	August 2013
Staffing	☐ Create process for appointment of Emergency Conditional Employees	☒ Process must include submission of fingerprints for all conditional appointments	Yes	July 2013
Staffing	☐ Ensure that all staff positions have been filled and employment applications and contracts are on file for each staff member			July 2013
Staffing	☐ Ensure that paraprofessionals meet requirements under NCLB			July 2013

Staffing	☐ Ensure that special education and related services are provided by individuals with appropriate certification or license	☒ Ensure that SPED teachers/providers hold valid State certification		July 2013
Staffing	☐ Obtain staff benefits, including insurance (health, dental, vision, long-term disability, short-term disability, life) and retirement plan (401K, 403b)			July 2013
Staffing	☐ Conduct new employee benefits orientation and enroll staff			August 2013
Staffing	☐ Complete PHRST and DEEDS training			May 2012
Insurance	☐ Obtain required insurance coverage, for example: • Directors' and Officers' Liability • Commercial General Comprehensive Liability • Educators' Legal Liability • Employment Practices Liability • Sexual Abuse • Liability • Automobile Liability • Excess Liability or Umbrella • Workers Compensation Liability • Surety bond	☒ Insurance policies shall be effective no later than thirty (30) days prior to Opening Date	Yes	June 2013
Transportation	☐ Develop Transportation Services Plan and arrange for transportation services to be provided to eligible students; obtain copies of fingerprint-supported background checks for employees of supplemental services provider	☐ Submit to DEDOE copy of Transportation Services plan and any agreement with provider of supplemental transportation services ☒ Transportation must comply with all safety laws and regulations applicable to other public schools	Yes	June 2013
Transportation	☐ Ensure that parent/guardian(s) complete request for transportation by April 1.			April 2013
Transportation	☐ Receive routes and verify that all stops are correct			August 2013
Transportation	☐ Inform parents of the type of transportation that school will provide			Sept. 2012

Food Services	☐ Complete application materials if your school will participate in the National School Lunch Program			June 2013
Food Services	☐ Create final Food Services Program plan	☐ Submit a copy of Food Services Program plan to DEDOE	Yes	May 2013
Food Services	☐ Establish process for distribution and collection of free and reduced-price lunch forms and information, collection of lunch funds, and process for monitoring daily student participation in meal services			August 2013
Food Services	☐ Identify and contract with food service provider, or determine how services will be delivered through internal processes	☐ Post RFP; recruit, screen and hire food service management company; ☐ Maintain appropriate vendor certifications and checks (health, safety, criminal, medical, etc.) ☒ If preparing meals on site, arrange/complete health department inspection.		Aug. 2013
Food Services	☐ Ensure that appropriate food/beverage storage is available			Aug. 2013
School Health Plan / Medical Staff	☐ Arrange for/hire school nurse			June 2013
School Health Plan / Medical Staff	☐ Maintain copies of professional credentials on file			June 2013
School Health Plan / Medical Staff	☐ Create Medications Administration Plan for administration of prescription and non-prescription medications to students, and for provision of required health services		Yes	July 2013
School Health Plan / Medical Staff	☐ Create plans / procedures for meeting student immunization requirements. Create plans / procedures for conducting required vision, hearing and scoliosis screenings in the required grade levels.	☒ Ensure that immunization records or exemption forms are properly filed		July 2013

Technology / Information Systems	☐ Select IT staff or hire consultant; complete 5-year technology plan; select server and computers to be purchased		Yes	May 2013
Technology / Information Systems	☐ Select phone service; choose to buy or lease phone system			May 2013
Technology / Information Systems	☐ Complete e-school training			April 2013
Operations	☐ Establish postal/shipping accounts (UPS/FedEx)			August 2013
Enrollment and Application for Admission	☐ Translate Application for Admission into Spanish			August 2012
Enrollment and Application for Admission	☐ Deploy marketing efforts			May 2012
Enrollment and Application for Admission	☐ Conduct random selection admissions process (lottery)	If necessary		Jan. 2013
Enrollment and Application for Admission	☐ Notify parents/guardians of lottery results			Feb. 2013
Enrollment and Application for Admission	☐ Conduct Student Registration meetings			March 2013
Enrollment and Application for Admission	☐ Verify that students will enroll in school			Monthly
Enrollment and Application for Admission	☐ Enroll students in data system; train relevant staff to use system	☐ Submit a full list of enrolled students to DEDOE by April 1, May 1		April 1, 2013
Enrollment and Application for Admission	☐ Conduct parent/student orientations			July 2013
Enrollment and Application for Admission	☐ Prepare student roster by grade level	☐ Disseminate roster to teachers		August 2013
Student Records	☐ Request student records from prior districts / transfer schools			Ongoing
Student Records	☐ Develop locked storage system for students' academic and health records	☒ Student health records must be separated from academic records, preferably filed near the school nurse ☒ Follow FERPA requirements		May 2013

Attendance	☐ Finalize Attendance Policy		Yes	July 2013
Attendance	☐ Create Attendance Accounting Procedures	☒ Determine how attendance will be captured, reviewed and reported (including absent/tardy triggers)	Yes	July 2013
Policy Development & Implementation	☐ Finalize Complaint/Grievance Policy	☐ Submit finalized Complaint/Grievance Policy to DEDOE	Yes	June 2013
Policy Development & Implementation	☐ Make appropriate modifications to policies from original charter application (if necessary) and submit to Board and SED for approval	☐ Submit changes to DEDOE	Yes	July 2013
Special Needs Students	☐ Hire or contract with certified SPED teachers			July 2013
Special Needs Students	☐ Identify students with IEPs	☐ Obtain all SPED student records, including IEPs		May 2013
Special Needs Students	☐ Ensure that all appropriate programs are available for LEP students			August 2013
Special Needs Students	☐ Ensure that all arrangements are in place to accommodate Section 504-eligible students			August 2013
Special Needs Students	☐ Hire or contract with certified speech and language therapists, occupational and physical therapists, or other necessary services equipment			August 2013

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications – provide original documentation and any changes)

The First State Military Academy has acquired a quote on insurance for the proposed school. While the site, at this time, is not confirmed, the quote represents the types and limits of the coverage the school plans to obtain based on similar product provided to a charter school in Delaware. Please see Appendix N for a copy of this coverage proposal and the estimated quote on cost.

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

11. Student Discipline and Attendance

- a. **The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline cadets. Describe how the manual will be distributed to parents and cadets prior to cadets applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will post a link to the school’s Student Rights and Responsibilities Manual (Cadet Handbook) on its website under two separate links: 1) Cadet information and 2) Enrollment information. The handbook will be available for distribution at all cadet enrollment meetings in two forms, CD and paper. The handbook will be made available for mailing or pickup to any parent who requests a copy. For all parents that submit an application, they will be required to confirm that they have read the Cadet Handbook by checking the box related to that on the application. Please see Appendix O for a copy of the school’s proposed Cadet Handbook. Cadets who have been selected for enrollment through lottery and the next 50 cadets on the waiting list will be sent a copy of the Student Handbook with the admission letter.

- b. **Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)**

FSMA will comply with all State and Federal regulations regarding manifestation meetings, hearings, and educational placement. The Commandant or assignee will insure that special education students are provided with all of the rights and processes as outlined in the Special Education Discipline Regulations. In addition, FSMA will implement the following Special Education Discipline Plan:

1. FSMA At-Risk Team will review/revise a Positive Behavior Support Plan/Learning Contract for students with disabilities who have been referred for discipline.
2. FSMA will offer compensatory services after school if students are suspended more than ten days cumulative.
3. The Commandant or an assignee will complete prior written notice and conduct IEP/Manifestation meetings before a student’s discipline record approaches ten days of suspension.
4. In the event that a special education student commits an expellable offense:
 - ✓ The IEP Team will meet for a manifestation meeting.
 - ✓ The IEP Team may recommend a change of placement to an alternative setting for review by the Board of Directors.
 - ✓ The IEP Team will develop a new IEP plan for 180 days, outlining the services and supports necessary for the continuation of

FAPE.

5. FSMA will obtain Professional Development training through workshops or consultative agreements and/or through Department of Education technical assistance to maintain current knowledge of all Special Education Discipline regulations.

Finally, the Commandant will report inappropriate behavior to the families, to the appropriate personnel at the Delaware Department of Education (DOE) using eSchoolPLUS and to the police when needed via phone, email, and/or letter.

c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

To ensure that all staff is adequately trained regarding discipline of students with disabilities, the school will hold a full-staff pre-service related to the delivery of special education services that is led by either a member of the school staff with demonstrated expertise or contracted support. This training will take place annually to ensure that all new staff is aware of the procedures related to the delivery of special education including discipline of students with disabilities, and existing staff are refreshed in the process and provided with any updates that have been implemented in law or regulation. Monitoring will take place by the Commandant or an assignee who be apprised of any disciplinary action related to students with disabilities to ensure compliance.

To ensure compliance, all staff will be required to follow these procedures:

- 1) If a student with a disability is referred for any infraction that would result in suspension, expulsion or 20 or more demerits, the teacher will immediately contact the Commandant or a designee.
- 2) At that time, if the Commandant has reason to believe that the infraction is a manifestation of the student's disability, he/she will then move the response to the school's IEP team.
- 3) The IEP Team will hold a manifest hearing within the appropriate timelines and providing the appropriate notices to determine whether (1) the alleged conduct is directly related to the student's disability or (2) the student was inappropriately placed at the time of the offense. A student with a disability conduct relates to the disability if the disability significantly impaired the student's ability to control his/her behavior.
- 4) If the IEP Team determines that the offense is directly related to the student's disability, the student's program and/or placement may be changed.
- 5) If the IEP Team determines that the offense is not directly related to the student's disability or the result of placement, the Superintendent will follow the Student Code of Conduct.
- 6) In instances where the student with a disability presents a danger to himself or others, or is so disruptive to the educational environment as to interfere with the rights of other cadets to benefit from an education, emergency placements may be invoked by the School, including homebound instruction.

d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)

The Commandant will be responsible for compliance with 14DECode, Section 4112. The Commandant shall report all school crimes by contacting the families, authorities and appropriate DOE personnel (via

eSchoolPLUS) when a crime has been committed. The school will utilize eSchoolPLUS to record all incidents and will follow all State guidelines regarding the reporting of school crimes.

- e. Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.
(Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)**

First State Military Academy will require regular and consistent attendance for all cadets who are enrolled in the school's programs as per the code and regulation of Delaware.

FSMA (and the State of Delaware) recognize the following legal and necessary absences:

- Illness of the child, attested to by a physician if necessary;
- The presence of contagious disease in the child's home;
- Death in the immediate family or in the home of the grandparents. Excused time will not exceed one week. Excused time allowed for funerals of other relatives will not exceed one day. Additional time may be allowed when ceremonies are held at long distances from the student's home;
- Legal business relating to or involving the student;
- Health treatment (including student pregnancy);
- Prearranged absence to visit a college or university and/or to participate in other educational experiences;
- Emergency situations as determined by the Superintendent or Commandant; and
- Religious holidays

No absences are permitted during state testing or semester exams unless approved in advance by the Superintendent.

Written documentation from an adult is required for any absence or tardiness.

The methods of determining excused absences or tardiness will include but not be limited to the following:

- Doctor's note for sickness;
- Dentist's note for treatment;
- Telephone call by parents/guardians in an emergency; and
- Parent's/guardian's signed note.

All unexcused absences receive no credit for the day's work. Any cadet who has an excused absence from school can make up class work and assignments missed *if and only if* work is requested by the cadet from his/her teacher within two school days of the cadet's return. The time that is permitted to complete makeup work will be a reasonable period as determined by the teacher and cadet. The cadet's grade will reflect any failure to comply.

Absence from school:

Full day attendance will be given only to those who enter school before the end of the first period. Cadets who arrive after the first period will be counted with one half-day absence. Entry after the conclusion of the third period will result in a full day of absence.

Absence from class:

Cadets are *absent* from class *any time* that they are not physically present during class time. This would include all activities that would allow the student to be counted present for the school day but also allow the student to be places other than the classroom (e.g. field trips, meetings, trips to the office, conferences, etc.).

Excused absence:

An excused absence is an absence covered by the eight necessary and legal absences defined by the Board and in compliance with State Law and validated by proper documentation.

Cadets absent from school may not participate in any after school activities on the day of absence.

Procedures:

- Cadets are expected to come to school on time every day and to remain the entire day;
- Excused absences are per School Policy as listed above;
- Each cadet will be issued an excuse slip after an absence;
- A grace period of one day will be given to returning cadets who do not produce an excuse slip. Failure to produce the slip after that time will result in an unexcused absence;
- Parents are asked to call the school if there is any doubt on the part of FSMA as to the validity of an absence; and
- Cadets are not permitted to leave school grounds during the school day without permission.

Cadets who do not report to school and have no valid reason, will be considered truant.

Actions taken to ensure students meet attendance requirements:

The Superintendent or designee will keep a daily record of attendance to include absences and tardiness of all pupils. Each cadet's attendance will be recorded daily in compliance with State regulations.

Upon accumulating five (5) absences (excused or otherwise) within an academic year, the school office will notify the parent/guardian by letter.

Upon accumulating 10 absences, the school will contact parents/guardian. A truancy notice may be sent to the cadets' parent or guardian. The contact will determine the cause of the cadets' excessive absence and evaluate the cadet's need for homebound instruction (if the ten absences are consecutive) or other alternative instructional services. Further absences will require a physician's excuse. Failure to produce such documentation when requested will result in unexcused absences being recorded.

Upon accumulating 15 absences, the Superintendent and Commandant will make a formal determination whether to refer the student and parents to the legal system, First State Military Academy Board of Directors, or other appropriate agency. Truancy notices may be sent to parents.

When 20 absences have been recorded, charges of truancy will be filed in Magistrate Court for all unexcused absences.

When 26 absences from school have been recorded, a referral to Child Protective Services may be made. The cadet also cannot be awarded credit for the current school year in any class for which they have accumulated 26 or more absences, absent documented medical condition causing the absences.

The Superintendent, in cases of severe family hardship or student illness, may make exceptions to the First State Military Academy attendance policy.

Attendance policies will be distributed annually in the student handbook to students and parents and both student and parent will be required to sign off on the acceptance page of the handbook.

12. Health and Safety

- a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications – provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)**

FSMA will employ a full time Registered Nurse who will attend DOE school nurse training who will be charged with the responsibility of ensuring the health and addressing the health needs of students through screenings such as vision, hearing, orthopedic, tuberculin testing and physical exams. The Commandant will identify staff that will also be trained in emergency first aid and CPR as a back up to the nurse. In addition, all new students will be required to submit a student physical evaluation completed by a doctor within the past 2 years.

The School Nurse will maintain emergency data cards on all students, as well as maintain and review prescriptions that students must access during the school day. The nurse will be responsible for maintaining students' health records for ease of access and confidentiality. All student medications will be accompanied by a request slip from parent or guardian and in the original container with the prescription properly labeled with students name, licensed health care provider's name, name of medication, current date of prescription, dosage to be given, how and when to be given, name and phone number of pharmacy. All students entering school must have records of immunizations. Results of TB screening completed within the past 12 months or assessment as recommended by the Delaware Division of Public Health. In the event of an injury, the school nurse will determine whether or not the injury or condition will require a visit to an emergency unit or hospital, and will follow all emergency and safety protocols. The nurse will also interact with the Athletic Director and coaches to see that appropriate training is given and is available at athletic functions.

The school will employ a custodian who will be responsible for a daily walkthrough of the school to ensure the facility is safe for the community. The Superintendent will conduct a weekly walkthrough, and will address issues identified by the custodian in a reasonable manner.

b. Describe the process that will be used to ensure that:

- **Students have physical examinations prior to enrollment**
- **Required immunizations are in compliance**
- **Medications and medical treatments are administered in accordance with Delaware Code**
- **Screenings for health problems are administered correctly**
- **Student health records are monitored and maintained**
- **Emergency care for known and unknown life-threatening health conditions is administered**
- **Ensuring health representation on IEP teams when student's needs require such.**

The school nurse will participate in Delaware Department of Education school nurse trainings when possible to ensure a depth of knowledge related to providing health services in a public school.

The school nurse will be responsible for ensuring that all students have had a physical examination and all required immunizations prior to enrollment. Upon completed enrollment (application is deemed complete, student has been accepted, interview and placement testing completed), the nurse will complete the enrollment process by requesting this information (if it has not already been received). Once the school year has begun, a grace period of 2-weeks will be given to allow for the submission of health records. After this 2-week period, certified letters will be sent informing parents that their child will be excluded from school if the required health records/documents are not submitted. New students will have 14 days to comply with this regulation before being excluded from school. All physical exams must have been done within past 2 years.

All medications will be maintained and administered in accordance with Delaware Code. All medications (prescription and non-prescription) will be accompanied by written and signed permission to administer from the parent/guardian. Medications must be in the original container with the prescription properly labeled. Medication distribution will be documented when given in accordance to a written physician's order and parent's permission. The nurse will also observe for any allergic reactions. Controlled substances will be kept in a locked and secure location.

The school nurse will administer appropriate screenings according to recommended schedules. At minimum scoliosis screening will be performed on freshman upon the opening of school and vision and hearing screenings will be completed before a student begins road instruction in drivers' education.

Health records will be maintained via e-school and on a hard copy in the nurse's office. The nurse's office will be locked when vacant. The nurse will maintain emergency data cards on all students, as well as maintain and review students' medications. Students' families will be notified of any serious accident or sudden illness as promptly as possible. Emergency contact information will be secured early in the school year from the parent/guardian and kept current on the emergency card.

In addition, the nurse will review health records regularly to identify students with special health concerns and keep records up to date. All records will be kept confidential as required by law.

The nurse will maintain the necessary emergency care skills needed to fulfill the duties of the role, and will consult immediately with the Superintendent when an emergency requires immediate higher attention. The nurse will maintain CPR certification and will identify an emergency support team of faculty and/or staff who are trained in emergency response. The nurse will be charged with documenting all incidents that require emergency care.

The nurse will be part of the IEP team, when necessary, and will provide all necessary support, including, but not limited to the administration of medications, for students with disabilities

- c. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications – provide original documentation and any changes)**

All potential employees and governing board members will be asked to provide a copy of a valid criminal background check upon application. The school will not hire any employee that cannot produce a satisfactory background check at the time of the job offer. All operating governing board members must produce a satisfactory background check prior to appointment to the board. The Superintendent will have the responsibility for ensuring all background checks for both staff, board, and long-term volunteers

are completed. The Superintendent or an assignee will maintain a log of those credentialed and those whose credentials are about to expire. Please see Appendix P for a copy of the founding board's receipts of background check compliance.

d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications – provide original documentation and any changes)

The school will be located in Kent County. While the Board has not selected a site, the facility committee has developed a site evaluation matrix that is designed to help the committee collect data and identify the most appropriate site for the school that falls within the budgeted allocation. Please see Appendix Q for a copy of the school's matrix as well as a sample copy of the school's budget worksheet related to facility. The facility committee has identified a number of sites that align with the budget and the approximate square footage necessary for the student population initially and at full enrollment. The estimated cost per square foot that is allowable under the budget is within projected costs with renovation at a number of sites in Kent County. FSMA fully expects a condition of approval to reflect that it will provide a facility that is adequate to serve as a charter school and meets all the health and safety requirements for a certificate of occupancy.

The facility will have a certificate of occupancy by June 15 prior to the opening of the school year that will ensure it meets health and safety considerations.

The facility will have controlled access, with a major point of entry for guests that is clearly outlined in exterior signage. All access doors will be monitored by cadets. All guests will be required to sign in at the entry point, explain the purpose for the visit, and wear visitor badges throughout the duration of the visit. Upon exiting the facility, all visitors will be asked to sign out.

For transportation consideration, the site will have ease of access to insure safe drop-off, pick-up, entrance and egress.

e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications – provide original documentation and any changes)

The school will be compliant with applicable building codes required for a certificate of occupancy. The school will have a certificate of occupancy by June 15 prior to the first day of school. Renovations will be determined according to the facility matrix that has been developed and the facilities budget, and will be designed to comply with all required codes for a certificate of occupancy. The school will provide accommodations to students with disabilities, including but not limited to, moving classrooms to accessible locations to ensure compliance in offering a continuum of service. Site selection will reflect the needs of students with disabilities and the school's JROTC program.

f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)

The facility will be staffed with custodians who will be charged with daily maintenance to ensure a safe school environment for students, staff, and visitors. The custodians will conduct a daily walk-through evaluating the school physical plant. The Superintendent will conduct a weekly walkthrough, at minimum, to ensure a safe school environment.

The walk-through check list will ensure, at minimum, that:

- 1) All doors are safely operating and locks are working
- 2) All windows are safely operating and locks are working
- 3) All electrical services are safely operating
- 4) All water and plumbing services are safely operating
- 5) All ceilings, floors and walls are safe and any damage noted

If a faculty member or a custodian notes a safety issue, the staff member will directly contact the Superintendent and provide written documentation as to the safety issue. If a parent or student notes a safety issue, they will be asked to directly contact the Superintendent immediately.

Issues will be addressed in a timely manner to ensure a safe environment.

g. What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

The school will have a designated location within the school facility for Physical Education. Once the site has been identified, the school will evaluate any improvements needed to deliver Physical Education instruction in a safe manner.

h. Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)

The school will contract with a transportation provider that will manage all scheduling, drop-off and pick-up protocols, driver qualifications and checks, and all other related requirements related to buses. The Superintendent will work with the provider to review all routes and manage all communications between the school and the provider. The school will maintain a copy of driver qualifications and background checks. For further detail, please refer to the contract which outlines projected systems in Appendix R.

i. Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)

Transportation to students outside of the district in which the school will be located will be provided as according to the projected contract provided.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)**

Transportation is required to be provided as a related service if it is required to assist a child with a disability benefit from special education. FSMA will work with its transportation provider to meet the transportation needs as outlined in the student's IEP. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education as defined in federal regulations.

- k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will be contracting out transportation operations; however, transportation oversight will be managed by the Superintendent. As is common, route planning and stop selection will be developed by the transportation provider and, after review and input, approved by the Superintendent. The transportation provider will be responsible for ensuring all drivers have required certifications and training.

The FSMA Superintendent will consult with other charter schools that utilize bus contractors to develop a transportation safety plan that outlines procedures in case of emergency. A proposed plan will include the following:

- 1) Included in the student handbook will be the schools bus behavior and discipline policy. All parents/guardians and students will be required to sign annually that they have reviewed the handbook and the materials within.
- 2) Discipline of students may include losing transportation privileges for a period of time, but not more than one school year.
- 3) In the event of an emergency, the driver is to first call 911 and then calls the Superintendent.
- 4) In the event of an accident, FSMA will gather the names of the students involved in the accident immediately and place a call directly to the parent/guardian. The Superintendent or Commandant will immediately go to the site of the accident and monitor the situation.

The Superintendent and Transportation Provider will develop a full Transportation Safety Plan that reflects the qualities of the facility site, the draw area of the student population, and other critical issues prior to the first day of school. Transportation will be evaluated on a quarterly basis and at the annual contract renewal. Data will be collected related to on-time drop offs and pick-ups and number of parent complaints and then discussed at contract renewal or to serve as the factor in selecting a new contractor.

- l. Describe the plan for providing meals to cadets, including cadets eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast**

programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)

FSMA intends to participate in the Federal School Lunch/Breakfast program as a means of reducing a barrier to enrollment for low-income students. Meals will either be provided on premises or contracted out on a per meal basis depending on the final location. The school has researched several options based on location and all options result in a zero-sum outcome of providing service and income from service. The contractor selected will be determined by the location of the school and the best proposal provided by interested contractors. It is estimated that food service (as identified in the budget) will be approximately \$45,000. FSMA will follow all guidelines set forth by the Child Nutrition program. FSMA will participate in all statewide training and ongoing professional development offered through the Child Nutrition office.

m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible cadets, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)

The following statements are guidelines that FSMA will follow:

FSMA has chosen to take part in the Federal Free and Reduced Lunch Program to remove any barriers to enrollment. The school will receive cash subsidies and USDA foods from the U.S. Department of Agriculture (USDA) for each meal it serves, helping to offset the cost of providing this service. In return, FSMA must serve lunches that meet Federal requirements, and they must offer free or reduced price lunches to eligible children.

School lunches will meet the applicable recommendations of the Dietary Guidelines for Americans, which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. Regulations also establish a standard for school lunches to provide one-third of the Recommended Dietary Allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories. School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities.

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be currently charged no more than 40 cents. FSMA will set its own prices for full-price meals to ensure that the operation does not lose income, and will operate food services as a non-profit program.

Identification for participants in the program will follow these protocols:

- 1) All incoming students, as part of the registration package after lottery, will be required to complete the Meal Benefit Form that provides qualifying information for participation in the National School Lunch Program.
- 2) For school officials to determine eligibility, households receiving food stamps and/or Delaware Temporary Assistance for Needy Families (DE-TANF) must list the child's name, their food stamp and/or DE-TANF case number and provide a signature and name of an adult household member. Households not receiving food stamps and/or DE-TANF must list: names of all household members; the amount of the gross income for each household member received last

month; the income source and how often received; the signature of an adult household member; and that adult's social security number, the word "none" or "No Social Security Number" box marked if the adult does not have a social security number. Meal Benefit Forms may be submitted at any time during the school year.

- 3) Under the provisions of the free and reduced price policy, the FSMA Food Services Coordinator will review the Meal Benefit Forms and determine eligibility. Parents or guardians dissatisfied with the ruling of the official may discuss the decision with the determining official on an informal basis. The parents or guardians wishing to make a formal appeal may make a request either orally or in writing to the Superintendent for a hearing on the decision.
- 4) In certain cases, children in foster care and children receiving WIC may also be eligible for school meal benefits. If a household wishes to apply for benefits for foster children living with them, the household should contact the Food Services Coordinator for more information.
- 5) In its materials regarding the school's participation in the National School Lunch Program, FSMA will outline the process for reporting changes in income that may allow participation or reduce or exclude participation.

13. Student and School Data

- a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications – provide original documentation and any changes)**

The FSMS leadership team will maintain a copy of the FERPA act and all subsequent changes. The team will be charged with training all staff regarding compliance related to FERPA, including, but not limited to: Special Education Teachers, Guidance Counselors, Advisors, and all office staff that may encounter any student or staff records. All office staff will be advised to refer all questions related to student information to the appropriate member of the leadership team. The Commandant will attend professional development related to FERPA.

Procedures will be developed to ensure compliance and awareness. Families will be informed of rights under FERPA prior to the beginning of the school year via the student handbook. Records will be kept in a secure location, and access to student records by those outside of the student, student's parent/guardian, school faculty or leadership team, will require the submission of a written request for permission to access student records or receive copies of information. The school will not release any student records to outside agencies or individuals without the written consent of either the student or parent/guardian affected by the request. Exceptions to this procedure will only be made when the individual or agency requesting the information is an individual or group allowed to access the records without permission; which include, but are not limited to the Attorney General's Office, local law enforcement, and other agencies as outlined by FERPA

FSMA will provide copies of records free of charge for cadets while enrolled at the school at the time of the request. Cadets who have graduated or are no longer enrolled at the school that request copies of records for use outside of the public school system will be charged a nominal fee to obtain copies.

- b. Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)**

FSMA will transfer data a timely manner either through eSchoolPLUS. The leadership team and all appointees will receive required training prior to the first day of school related to eSchoolPlus. The Commandant or an appointee with FERPA training will be responsible for ensuring the timely transfer of student and school data. If a parent/guardian or district informs the FSMA administration that a student is transferring from FSMA to another school, records will be transferred within 10 business days to the new school.

14. Management Companies

The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

First State Military Academy does not plan to utilize the service of a management company.

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with **14 Delaware Code, Chapter 5** and **14 DE Admin Code, Section 275 in the Regulations of the Department of Education.**
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in **14 Delaware Code, Section 512 (9)** including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.

- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004**.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with **14 Delaware Code, Section 512(1)**.
- 17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112**.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the cadets reside with a preliminary roster of cadets for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of cadets and that it has notified each school district of information about enrolled cadets.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for cadets with disabilities.
- 28) Ensure that cadets have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and cadets for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.

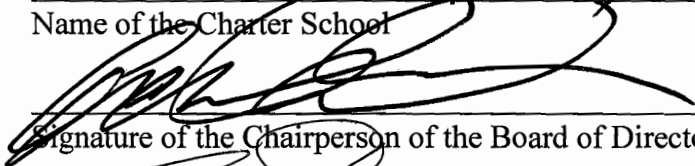
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

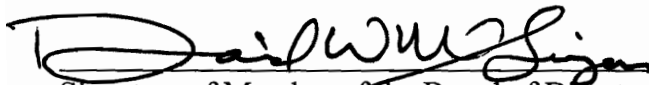
We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

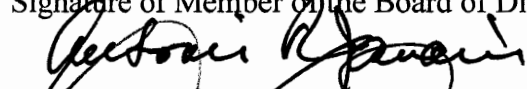
28 DEC 2011
Date of Signature

FIRST STATE MILITARY ACADEMY
Name of the Charter School

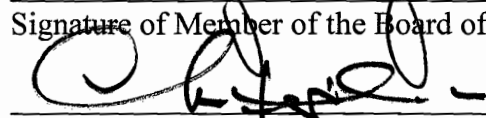

Signature of the Chairperson of the Board of Directors

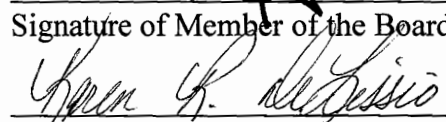

Signature of Member of the Board of Directors


Signature of Member of the Board of Directors


Signature of Member of the Board of Directors


Signature of Member of the Board of Directors


Signature of Member of the Board of Directors


Signature of Member of the Board of Directors

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

28 DEC 2011
Date of Signature

FIRST STATE MILITARY ACADEMY
Name of the Charter School

Kim E. Denny
Signature of the Member of the Board of Directors

LTH
Signature of the Member of the Board of Directors

Lauren Garcia
Signature of the Member of the Board of Directors

Signature of the Member of the Board of Directors

Signature of the Member of the Board of Directors

APPENDICES

Appendix Letter	Content	COMPLETED
A	Charter Leaders Mentoring Support Letters	YES
B	Board Profiles	YES
C	Articles of Incorporation	YES
D	Board By-Laws	YES
E	Math, ELA, Social Studies, PE, Health, Business 1 Scope and Sequence Documents	YES
F	Curriculum Coalition MOUs	YES
G	JROTC letter, US ARMY	YES
H	Budget Sheets	YES
I	Financial Operations Manual	YES
J	Employee Handbook	YES
K	Interest Survey	YES
L	Interest Petitions	YES
M	Copy of Student Application	YES
N	Copy of Insurance Letter	YES
O	Student Rights and Responsibilities Handbook	YES
P	Board Background Check Receipts	YES
Q	Facility Matrix	YES
R	Transportation Contract Letter Sample	YES

~~APPENDIX~~

A

Ltrs of Support



Positive Outcomes Charter School

3337 S. DuPont Hwy.
Camden, DE 19934

Phone: (302) 697-8805 • Fax: (302) 697-8813

December 20, 2011

Mr. C. Scott Kidner
Chairman
First State Military Academy
3 Shinnecock Road
Dover Delaware 19904

Dear Mr. Kidner;

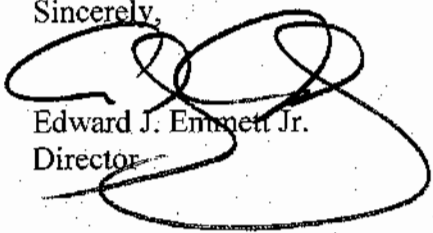
On behalf of my school, let me congratulate your team on submitting an application to establish a new JROTC Charter High School here in Kent County.

While First State Military Academy's overall mission is different from our school, charter schools are a critical educational choice for students and their parents. As you begin to replicate the highly successful Delaware Military Academy, it is my expectation this will be a great addition to the educational choices for many of our kids that are looking for this kind of environment.

Additionally, on behalf of our school and leadership, let me offer whatever assistance we can provide as you deal with the at-risk students who may desire to attend your school. Positive Outcomes is a well-recognized, successful program that provides students a chance to see real change in their lives and their approach to education. It is this modeling, staff mentoring or other support that we would offer to your leadership once the charter is approved in the spring of 2012.

Again, congratulations and good luck!

Sincerely,


Edward J. Emmett Jr.
Director



Delaware Military Academy

December 10, 2011

Mr. C. Scott Kidner
Chairman
First State Military Academy
3 Shinnecock Road
Dover Delaware 19904

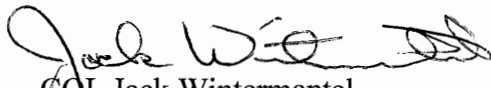
Dear Mr. Kidner;

In reference to our numerous conversations about your efforts to establish a new JROTC Charter High School in Kent County, let me offer on behalf of our school, a letter of strong support to you and your Founding Board in this endeavor.

As you well know, DMA has brought a unique and well respected educational model to Delaware that can and should be mirrored in the other parts of the state. Year after year, we routinely have more applicants than we have space for on our campus. I fundamentally believe that when your Charter is approved by DOE, you too will have students seeking this kind of educational experience.

In closing, we congratulate you and your Board in this tremendous effort to offer a great educational model for the kids of central Delaware. When FSMA receives its approval from DOE sometime in the Spring of 2012, please contact me directly so that we may further discuss what role and efforts DMA may be able to provide the school as you prepare for your first instructional day.

Best Personal Regards,



COL Jack Wintermantel
Superintendent, DMA

THE

CHARTER SCHOOL

O F W I L M I N G T O N

100 N. DuPont Road • Wilmington, Delaware 19807 • (302) 651-2727 • Fax (302) 652-1246

December 16 , 2011

Mr. C. Scott Kidner
Chairman
First State Military Academy
3 Shinnecock Road
Dover Delaware 19904

Dear Mr. Kidner;

In reference to our numerous conversations over the last number of months about the efforts to establish a new JROTC Charter High School in Kent County, let me offer on behalf of Wilmington Charter, a letter of strong support to you and your Founding Board in this endeavor.

As one of the founding members of DMA some 8 years ago, we had a vision to bring a very unique educational model to Delaware. The great news is DMA continues to be one of the top ranking high schools in the state, and with your efforts to mirror them in central Delaware; this should be given every consideration for approval.

Again, from me personally and on behalf of my school, I wish you luck and strength in the coming weeks as your Board prepares the application for submittal. If there is anything that we as a school can do to help in your efforts once you receive your Charter, please do not hesitate in contacting me personally.

Best Personal Regards,

Charles Baldwin
Head of School

3
BOARD
PROFILES

Michael Bennetti

Education: A.A., Business, Delaware Technical and Community College

Professional: Agent Manager, L&W Insurance

Board Service: National Association of Insurance & Financial Advisors (NAIFA)

- North East Region Vice Chair (10 States) – Insurance & Financial Advisors Political Action Committee (IFAPAC) – 2002 – Present
- Mission Statement Task Force Committee -2008
- National Vice Chair – Sub Committee on Public Relations 2001-2002
National Association of Insurance & Financial Advisors (NAIFA) – Delaware:
 - President – 2004-2005
 - Government Relations Chair – 2009 – Present

Past Positions: Multiline Chair – 3 yrs; IFAPAC Chair – 4 Years; Secretary; Treasurer; Pres Elect; Career Conference Chair; Membership

National Association of Insurance & Financial Advisors (NAIFA) – Central DE

- President – 1996 – 1997
- National Committeeperson – 2006 – Present
- Government Relations Chair – 2009 – Present
- Past Positions: IFAPAC Chair – 3 years; President Elect; Treasurer; Secretary; Multiline Chair – 3 years; LUTC Chair – 3 years; Membership Chair;

National Federation of Independent Business (NFIB)

- NFIB Leadership Council Member – 8 years

Delaware Insurance Commissioners Advisory Committee – 5 Years

First State Military Academy

Community Service:

Holy Cross Parishioner

MS Walk – Team coordinator

Dover Downtown Rotary Club President – 2002-2003 – Charter Member

March of Dimes Walk America Volunteer

Easter Seals Volunteer

US Youth Soccer Coach – Volunteer – 1996 – 2007

US Youth Soccer “E” Coaching License

Murphy School Christmas Program Director – Rotary

Dictionary Program Director & School Presenter – Rotary

What’s My Line – Middle School Volunteer

Business & Finance Program (Banking) – Dover High School Student

Program

Manuel Cuesta

Education: B.A., Communications, Bethany College
M.S., Organizational Communications, Clarion University of
Pennsylvania

Professional: Telecommunications network Technician IV, Delaware Department of
Transportation, Dover Delaware
Telecommunication network Technician III, Delaware Department of Correction,
Dover Delaware
Network Technician I & II, Delaware Department of Correction, Dover Delaware
Sr. Correctional Counselor, Delaware Department of Correction, Dover
Delaware
Production Line Supervisor, Allen Family Foods, Seaford Delaware
Employment Counselor\Instructor, Jobs for Delaware Graduates

Community Service: Youth Athletics (Hispanic Leagues)
First State Military Academy

Karen DeLissio

Education:

B.S., West Point

M.A., Wilmington University

Professional:

Boeing Company, Systems Engineer Analyst

Cecil College, Web Services and Development

Lockheed Martin Aerospace, Aerospace Systems Engineer

Concepts Engineer, US Army

Community Service:

Liaison to US Military Academy (West Point) to State of Delaware

Dennis Dinger

Education: B.S., Civil Engineering, Pennsylvania State University
Advanced Training, Associated General Contractors Management

Professional: President and CEO, George and Lynch

Community Organizations:

Delaware Contractors Association
Associated Builders and Contractors
American Society of Highway Engineers
Delaware Utility Contractors Association
Delaware Asphalt Pavement Association
American Society of Civil Engineers

Kevin Donnelly

Education: B.S., University of Maine, Forestry
Natural Resources Manager Program, USDA-Forest Services

Professional: District Coordinator, New Castle Conservation District since.
Director, DNREC's Division of Water Resources from September 1999
Delaware's representative on the Delaware River Basin Commission, the
Delaware and Inland Bays Estuary programs, and as vice-president of the
national Association of State and Inter-state Water Pollution Control
Administrators.
Administrator, Delaware's three conservation districts, stormwater
management program and Delaware's nonpoint pollution management
program.

Board Service: First State Military Academy
Board of Directors, Partnership for the Delaware Estuary.
Wyoming Town Council; 1988-1992.

Lauren Garcia

Education: B.S., Human Resources Management, Wilmington University

Professional: Assistant Vice President, Retail Office Manager, WSFS Bank
Associate Sales Manager, American Eagle

Board Service: First State Military Academy

Antonio Janairo

Education: B.S., West Point Military Academy
M.S., Engineering, Texas A&M University

Professional: Facility Management, Williams College, University of Delaware,
Neumann College, Delaware State University
U.S. Army, Rocky Mountain Area, Omaha District; Kentucky Area,
Baltimore District; HQ US Army Europe, Installation Support and Engineer Division
Europe; the Engineer School, Combat Engineering Branch and Collective Training
Divisions and West Point Area Engineer, New York Engineer District, Corps of
Engineers. Retired 1986 at Lieutenant Colonel, with Legion of Merit, Bronze Star and
Army Commendation Medals (Meritorious Service)

Board Service: West Point Society of Delmarva
First State Military Academy

C. Scott Kidner

Education: B.S., Business Administration, University of Denver

Professional: President, NCI Government Public Strategies
Vice-President Government Affairs, Delaware Association of REALTORS
Director of Operations, Security Archives and Storage Company
Vice-President of Operations & Director of Delaware Retail Council, Delaware
State Chamber of Commerce
Chief of Advance, Pete duPont for President Campaign Committee
CPT, United States Army, Corps of Engineers

Board Service: Vice-Chairman, Central Delaware Chamber of Commerce
Regulatory Advisory Committee/Storm Water Regulations, Division of
Natural Resources and Environmental Control
DELDOT Advisory Committee on Scenic Byways; Serving on the State
Resource Area Map Working Group
Chairman, Affiliate Council Delaware USO, Dover AFB
Past-President, Downtown Dover Rotary Club; Immediate Past-President
Lutheran Organization of Parents, St Johns School, Dover
First State Military Academy
Member, University & Whist Club, Wilmington.

David McGuigan

Education: B.S., Engineering, Pennsylvania State University
Advanced Management Certificate, American Management Association

Professional: Vice President, Business Development, George and Lynch

Board Service: ASHE First State, Past President and Director
Delaware Contractors Association, 1st VP
First State Military Academy

Community Service

Associated Builders & Contractors, Member
Committee of 100, Member
Design-Build Institute of America, Member
Home Builders Association of Delaware, Member
Kent County Association of Realtors, Member
Greater Dover Committee, Member
Central Delaware Chamber of Commerce, Director
Westside Hunt Maintenance Corp., President

Christopher Weeks

Education: B.A., Architecture, Lehigh University

Professional: Business Development Manager, Becker-Morgan Group

Project Manager, Highway One, LP

Store Manager, Atlantic Books

Store Manager, Borders Books and Music

Board Service: Lewes-Rehoboth Meals on Wheels

Rehoboth Beach/Dewey Beach Chamber of Commerce

First State Military Academy

Community Service Activities

Rehoboth Sunrise Rotary Club

Sussex Economic Development Action Committee

Junior Achievement, Volunteer Instructor

Coach, various youth athletic teams

C
ARTICLES
INCLP



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 03-17-2011

Employer Identification Number:
45-0672529

Form: SS-4

Number of this notice: CP 575 E

FIRST STATE MILITARY ACADEMY
% SCOTT KIDNER
3 SHINNECOCK RD
DOVER, DE 19904

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-0672529. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

State of Delaware - Division of Corporations
DOCUMENT FILING SHEET - Fax# 302/739-3812

26215

Priority 1
(One hr)

Priority 2
(Two Hr.)

Priority 3
(Same Day)

Priority 4
(24 Hour)

Priority 7
(Reg. Work)

SUBMITTER'S INFORMATION

Company/Firm or Individual's Name First State Military Academy
Return Address 3 Shinnecock Road
City - State - Zip Dover, DE 19904
Attention: C. Scott Kidner
Phone# 302-734-4486 Fax# 302-734-1190
E-mail address csk@kidner.com
Account Number 9203439 cmd

DO NOT WRITE IN THIS SPACE

FILED
MAR 13 PM 11 49
DE

DOCUMENT FILING REQUEST INFORMATION

Name of Company/Entity First State Military Academy
File Number _____ Reservation Number 4955900
Type of Document Certificate of Incorporation for Exempt Corporation
Check if document is:
Changing Name _____ Changing Registered Agent _____ Changing Stock _____

OTHER DOCUMENT FILING INFORMATION

of Certified Copies returned _____
Other requests _____
Check # 247 Total \$ enclosed \$116.00

METHOD OF RETURN

____ Messenger/Pick up
____ Express Service Delivery Select Express Type
____ Acct#
XX Regular Mail
____ Other
Fax or e-mail is not available.

CREDIT CARD INFORMATION Discover
(Visa, MasterCard or Discover Card Only)

Expiration Date - ____ / ____ Sec. Code _____

INSTRUCTIONS

1. Visit corp.delaware.gov/cvrmemo.shtml for complete instructions on how to properly complete this memo.
2. Fully shade in the required Priority Square using a dark pencil or marker, staying within the square.
3. Each request must be submitted as a separate item, with its own Filing Sheet as the FIRST PAGE.

COMMENTS/FILING INSTRUCTIONS



State of Delaware

SECRETARY OF STATE
DIVISION OF CORPORATIONS
P.O. BOX 898
DOVER, DELAWARE 19903

110318959

9203439

06-03-2011

C. SCOTT KIDNER
3 SHINNECOCK ROAD
DOVER

DE 19904

ATTN: C SCOTT KIDNER

DESCRIPTION	AMOUNT
FIRST STATE MILITARY ACADEMY	
4955900 0102 Incorp Delaware Non-Stock	
Incorporation Fee	15.00
Receiving/Indexing	25.00
Data Entry Fee	5.00
Court Municipality Fee, Dover	20.00
Surcharge Assessment-Kent County	6.00
Page Assessment-Kent County	45.00
FILING TOTAL	116.00
TOTAL PAYMENTS	116.00
SERVICE REQUEST BALANCE	.00

D

Article I

Title

Section 1. Name. The name of the corporation shall be First State Military Academy, hereinafter referred to as the "Corporation."

Article II

Purpose

Section 1. Purpose. The purpose for which the Corporation is established is as stated in its Certificate of Incorporation, to wit:

The Corporation is organized and shall be operated exclusively for educational purposes. No part of its earnings shall inure to the benefit of any member or officer. Charter schools, as public schools, cannot participate in 501c3h.

Section 2. Mission Statement. The Mission of the First State Military Academy is to provide an educational experience that focuses on developing the intellectual, physical and emotional growth of our Cadets. Through an environment of academic rigor, military discipline, citizenship, leadership and the application of strong moral values, Graduates will develop respect for themselves, those on whom they depend, and those that depend on them, ensuring successful entry into adult life.

Section 3. Business. The business of the Corporation is restricted to the operation of charter schools, including, without limitation, the charter school to be named First State Military Academy and known collectively as the "School". The Corporation will conduct before school programs, after school programs, and educationally related programs related to the School that are offered outside the traditional school year. I would not include this – by-laws can be amended at a later date if this would become necessary.

Section 4. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the corporation shall be open to all students in Delaware (unless you are seeking a preference based on location, which means you would have to identify site) on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Delaware.

Article III

Offices

Section 1. Registered Office. The registered office of the corporation shall be 9 East Loockerman Street, Suite # 309, Dover, Kent County, Delaware 19901, and the registered agent at such address shall be C. Scott Kidner. The corporation shall have and continuously maintain its principal office in Kent County, Delaware.

Section 2. Other Offices. The Corporation may also have office or offices at any other place or places that its business may require.

**Article IV
Members**

Section 1. Non-membership corporation. The Corporation shall have no members. The Directors shall have all powers and duties for the conduct of the activities of the Corporation.

**Article V
Board of Directors**

Section 1. Founding Board; Operating Board; Number. Prior to the School's First Instructional Day, as such term is defined in Chapter 5 of Title 14 of the Delaware Code and the regulations promulgated there under (the "First Instructional Day"), or such earlier time as the Board may decide in its sole discretion, the Board shall be designated the "Founding Board" and shall consist of no more than thirteen (13) members; however, the Founding Board shall be an odd number. Upon the School's First Instructional Day, or such earlier time as the Founding Board may decide in its sole discretion, the Founding Board shall create the Operating Board of the School. At the time of its creation, the Operating Board shall consist of no less than seven (7) and no more than eleven (11) members; however, the Operating Board shall be an odd number. The number of Directors constituting the Board at any time may be reduced or increased upon the majority vote of the Directors.

Section 2. Qualifications.

A) Persons should possess talents and abilities necessary to govern a charter school and consistent with the mission of the Corporation and who, at the discretion of the Board of Directors, will serve the long term interests of the school faithfully and effectively.

B) The board shall maintain a parent representative and teacher representative at all times. The first parent and teacher representatives will be appointed by the school superintendent, vetted by the board nominating committee, and appointed to the board for one year service prior to the first instructional day of school. Prior to the operating board's first annual meeting, a teacher representative will be nominated by the faculty and approved by the board for a two year term at the annual meeting. Prior to the operating board's first annual meeting, a parent representative will be nominated for a two year term by a committee comprised of the president of the parent-teacher organization, the school superintendent, a faculty member, and the chairman of the nominating committee. At that time, full governing board will approve those appointments.

Section 3. Voting Rights. Except as otherwise provided in section 2, paragraph B, each director shall have one vote.

Section 4. Liability. No director shall be personally liable for the debts, liabilities, or obligations of the Corporation.

Section 5. Term(s). The Founding Board of Directors. The Operating Board of Directors. The Founding Board of Directors of the Corporation shall be selected by the Incorporator pursuant to a written action. At the first meeting of the Directors, their terms shall be one (1) year, each expiring upon a Director's resignation or the election of his or her successor at the first annual meeting of the Board following his or her election. Founding Board of Director members may serve successive terms with a majority vote of

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the Board, such that no terms shall exceed six (6) years. At the first annual meeting of the Board, half of the current Directors, as determined by the Chairman, with the concurrence of that Director, shall run for two (2) year terms. At the second annual meeting of the Board, the current remaining members of the Board, shall run for two (2) year terms. All Directors shall then serve two (2) years terms henceforth, again such that no Director, including Officers of the Board, will serve more than six (6) years.

Upon the institution of the Operating Board of Directors, which institution must take place prior to the First Instructional Day, the Board shall consist of no less than seven (7) and no more than eleven (11) members. Each member shall serve one (1) year terms, each expiring upon resignation or the election of his or her successor at the first annual meeting of the Members following his or her election. At the first annual meeting of the Board, six (6) members shall run for two (2) year terms, including one Teacher Director and one Parent Director, expiring at the resignation or the election of his or her successor at the third annual meeting of the Board. At the second annual meeting of the Operating Board the remaining Directors shall run for two (2) year terms, expiring at their resignation and or election of his or her successor at the fourth annual meeting of the Board following his or her election. However, no Directors including Officers shall serve more than six (6) total years on the Board.

Section 6. Vacancies. Any vacancies created by the removal or resignation of any Director shall be filled by election of those currently serving Board Members. The Directors may, in their discretion, fill any vacancy created by the removal or resignation of a member by an affirmative vote of three-quarters of the Directors then serving; provided, however, that any vacancy that leaves the Board with no Parent Directors must be filled by a parent or legal guardian of a student enrolled in the School, and any vacancy that leaves the Board with no Teacher Directors must be filled by a certified teacher employed as a teacher at the School.

Section 7. Removal.

The Board of Directors may remove a Director at any time by a three quarters (3/4) vote of the remaining Board without cause as provided by the Delaware General Corporation Law (DGCL). Further, the Board may remove any Board member by a simple majority vote of the remaining Board who:

- A) has failed to attend more than 2 of the regular Board meetings in any calendar year without excuse.
- B) has been convicted of a felony.
- C) has been found by final order or judgment of any court to have breached any duty imposed by the DGCL.
- D) has failed to meet the required standards as outlined in the Powers and Duties section of these By-laws.
- E) for such other causes as the Board of Directors may determine. Voting to remove a Board member may occur at any regular meeting or a special meeting called for that purpose and that Board member being considered for removal shall be given at least two weeks notice of such meeting and proposed action and shall be given the opportunity to address the Board regarding such action prior to any vote on such removal. Upon final action, said Board member shall be notified in writing.

Section 8. Compensation. Board members shall serve without compensation. However, the Board of Directors may approve reimbursement of a Board member's actual and necessary out-of-pocket

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expenses while a Board member is conducting approved Board business. Directors must present receipts for all such expenses, which shall be for the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to the expenditure being incurred or, if not possible, within two months (or at the next regularly scheduled Board meeting if more than two months elapse between Board meetings) after such expenditure is incurred.

Section 9. Resignations. Any Director may resign from a committee of the Board, an office of the board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Fiduciary Duties. Directors of the Corporation shall stand in fiduciary relation to the Corporation and shall perform his or her duties as a director, including his or her duties as an officer or a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interest of the Corporation, and with such care, including reasonable inquiry, skill, and diligence as a person of ordinary prudence would use under similar circumstances. A director of the Corporation shall have no personal liability to the Corporation or its members for monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or involve intentional misconduct or a knowing violation of law, (iii) under Section 174 of the Delaware General Corporation Law, or (iv) for any transaction from which the director derived an improper personal benefit.

Section 11. Duties. Board Members shall have the following duties:

- A) To set a vision, mission, and annual goals that align Board work with the school and assess annually and realign as needed.
- B) To ensure that the conditions exist under which excellent teaching and student performance will take place and align the organization by harnessing the system's resources to the achievement of the system's standards and priorities.
- C) To require outstanding student performance based on clearly delineated standards and to work with the Superintendent to raise student achievement and to also involve the community in the attainment of that goal.
- D) Continually envision the community's educational future and formulate the goals, define the outcomes, and set the course for the school's success, reviewing and realigning as necessary.
- E) The Board demands the continuous assessment and reporting to the Board of all conditions affecting education and ensures that the corporation's Superintendent is accountable for results in student learning.
- F) Directors are required to attend a minimum of one of the corporation's school sponsored events annually and are strongly encouraged to make every effort to attend all of the major functions in order to be an informed Member of the Board and able to represent the corporation in the community.

G) To help the corporation increase its presence and connection in the community it is required that Members invite at least one (1) community leader to visit the campus to observe or take part in a school sponsored event that is in conjunction with the Superintendent's activities and the goals of the school's outreach.

Article VI

Powers and Functions of Directors

Section 1. Powers. Subject to limitations imposed by law, the Certificate of Incorporation, or these Bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property of the corporation and the business of the Corporation, as described in Article II, Section 3, of these bylaws. The Directors shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these Bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- A) Adopting the Bylaws of the Corporation, subject to the consent of a majority of the Directors;
- B) Determining the general policies and strategic planning of the Corporation;
- C) Establishing the annual budget and approving major expenditures;
- D) Selecting projects and approving the overall budget of said projects;
- E) Approving the administrative budget of the Corporation;
- F) Approving the annual reports of the Corporation;
- G) Approving the annual financial statements of the Corporation; and
- H) Electing officers and filling vacancies in said offices as may occur from time to time during the year.
- I) Selecting and approving the senior administrative officer of the Corporation (Head of School/Chief Executive Officer/Superintendent.)

Article VII

Meetings of the Board

Section 1. Compliance with the Provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a "public body" as defined in 29 Del. C. § 10002(a) and according to the requirements of Chapter 100 of said title 29 (the "Act"). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notices.

Section 2. Meetings. An annual meeting of the Board shall be held once a year, on such date and time as notified by the Secretary and according to the Bylaws of the Corporation. The schedule of regular meetings for the coming year, which schedule shall contain at least 6 meetings in addition to the annual meeting, will be established at the annual meeting of the Board. Special meetings of the Board may be held at the call of any three Directors, for any purpose or purposes. Such request shall be given to the Chair and state the purpose or purposes of the proposed meeting.

Section 3. Notice. A notice of any annual or special meeting, setting forth the time, date, and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by facsimile, or by electronic mail not less than seven (7) days in advance of the meeting to each director at the address last

shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of the majority of the voting directors then serving, except as may otherwise be required by law. An act of the majority of Directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these Bylaws.

Section 5. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's two (2) unexcused, consecutive absences to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 7. Reliance. A member of the Board, or of any committee or office thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports, or statements presented to the Corporation by any of its officers, employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

Section 8. Corporate Compensation Voting. Only Directors of the Board who are not employees of the Corporation or related to employees of the Corporation may vote on matters related to the compensation of employees of the Corporation, or concerning any personnel matter relating to employees of the Corporation. Directors who are employees of the Corporation, the Superintendent, and other employees of the Corporation may not attend those portions of the Board Meeting on matters related to the compensation of employees of the Corporation or any personnel matter relating to employees of the Corporation, without the approval of the Board Chair.

Article VIII

Committees of the Board

Section 1. Establishment by Board. The Board may appoint, or may provide for the appointment of, committees consisting of Directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another director to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue, or terminate any of such committees or the powers and functions thereof.

Section 2. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

Section 5. The Executive Committee. This Committee shall not have any power or authority with respect to Board actions specifically set forth in the Certificate of Incorporation. Subject to the foregoing, and subject to the Delaware General Corporation Law (DGCL), the Executive Committee shall exercise all other powers of the Board between the meetings of the Board, except the power to fill vacancies in its own membership, which vacancies shall be filled by the Board.

Section 6. Executive Committee Members. The members of the Executive Committee shall be the Chair of the Board, the Vice Chair of the Board, the Treasurer, and Secretary. The Executive Committee has the responsibility of meeting with the Standing Committee chairs at least every six months to oversee the Standing Committees' direction, focus, and progress.

Section 7. Standing Committees. The responsibilities of the Standing Committees may include, but shall not be limited to the following:

A) Strategic Planning and Development. This Committee is commissioned by and responsible to the Board to assume the primary responsibility for raising non-grant funds for the corporation. Further, this Committee shall develop a strategic plan for the corporation, communicate said plan and be responsible for measuring achievement and implementation of that plan. The Board, in consultation with the Strategic Planning and Development Committee, the Finance and Compensation Committee, and the Superintendent of the Corporation, will determine the fundraising goal for the Strategic Planning and Development Committee, as well as for corporation-based committees and grants.

B) Finance and Compensation. This Committee is commissioned by and responsible to the Board for working with the Superintendent of the corporation or his or her designate to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the corporation's assets, and making recommendations to the full Board with respect to compensation of all employees of the corporation. Further, this Committee has primary responsibility for interacting with the auditors of the corporation, and implementing or proposing for implementation any changes to policies and procedures recommended by the auditors.

C) Citizen Budget Oversight Committee (CBOC). This Committee is required pursuant to 14 Del.C. §1508 and solely established to oversee the financial position of the corporation. The Board shall retain all policy and decision-making authorities granted pursuant to Delaware Code. The corporation may establish its own policy for its CBOC.

The Committee shall have access either electronically or in hard copy format to financial documents and financial information the corporation has in its possession and that are relevant to the financial position of the district, with redactions permitted only to protect confidential personal information regarding students or employees.

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Each member of the CBOC is required to attend and receive a Certificate of Completion for the CBOC Training developed by the Department of Education. The training must be completed within three (3) months of a member's appointment to the CBOC.

D) Academic Excellence and Leadership Achievement. This Committee is commissioned by and responsible to the Board to assume the primary responsibility for working with the Superintendent of the corporation to define academic excellence and leadership achievement, ensure that all Directors know the charter promises that were made to the community, the parents, and the Delaware Department of Education, and to devise clear and consistent measures to monitor progress on these goals and communicate progress to the individuals mentioned above.

E) Board Governance Committee. This Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with these By-laws as well as established policies and practices approved by the Board. Prior to the annual meeting each year this committee is also charged with evaluating the Board composition and terms to ensure the needed skill sets are present and that the appropriate number of Board members are elected, as noted in Article V above. This Committee is also responsible for developing a Board handbook and revising such handbook as needed.

Section 8. Standing Committee Chairs. In addition to the foregoing responsibilities of each Standing Committee, each chair shall submit in writing the proposed role and responsibilities of his or her Standing Committee at each Annual Meeting of the Board for the Board's approval. In addition, each chair shall submit such other reports as the Board or the Executive Committee may request from time to time.

Section 9. Standing Committee Membership. Except for the Citizen Budget Oversight Committee (CBOC), the Membership for each standing Committee shall incorporate the following:

A) Each standing committee will be headed by a Member of the Board of Directors, excluding the Chair and Vice Chair.

B) There will be a minimum of 3 members on each committee but no more than 5, unless deemed necessary by the Committee Chair and approved by the Executive Committee.

C) All Members of the Board of Directors are required to be on at least one Committee.

D) Additional members for each Committee can be selected by the existing Members from the school, local, and/or extended professional community and admitted to the Committee by the existing members of the Committee by a majority vote.

E) Terms of Office for each non-Board member are one year from the start date with the opportunity to serve up to two full years and the option to extend the term an additional two (2) years for a total of four (4) full years.

F) A Committee Member may terminate his or her position upon written notice to the Chairperson.

Section 10. CBOC Membership. This Committee shall incorporate the following:

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A) The CBOC Committee, as dictated by the State of Delaware, shall have at least five (5) members with representation from educators and parents of students in the school and representation from the Department of Education. In addition, where possible, the Committee shall have at least two members with formal educational or vocational backgrounds amenable to oversight of school district financial statements.

B) Terms of Office for each Member will be two (2) years with the option to extend to no more than three (3) additional terms based on a majority vote of the existing members of the Committee. A person may terminate his or her position upon written notice to the Chairperson.

C) Selection of Committee members must follow the process for posting and selection as outlined in the Title 14 Delaware Administrative Code.

Section 11. Advisory Panel. In addition to the Committees set forth above, the Board may establish a number of Community Advisory Panel of Experts ("CAPE") to assist and advise the Board, as needed, in planning and conducting the affairs of the Corporation by studying and making recommendations about issues, questions, and concerns that may affect the Board's decision making regarding governance and stewardship issues. The CAPE members shall be appointed and removed by a majority vote of the Board. The Board shall reserve the right to select third party advice on the selection or removal of CAPE members, and the CAPE itself shall form its own rules of operation for the abovementioned purposes. The Superintendent of the Corporation will be an Ex-Officio member of this Panel.

Section 12. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those that may be deemed appropriate by the Board of Directors.

Section 13. Committee Meetings. The Executive Committee and the Standing Committees shall meet at stated times or on notice to all by any of their own number, however, each committee is required to meet at least once each quarter. They shall fix their own rules of procedure. A majority shall constitute a quorum. The affirmative vote of a majority of the members present shall determine all matters brought before the Committee. All Committee meetings shall comply with the requirements of the Freedom of Information Act as set forth in Article VII, Section 1 above.

**Article IX
Officers**

Section 1. Officers. The officers of the Corporation shall consist of a Chair, a Vice-Chair, a Senior Administrative Officer/Head of School, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. No officer may hold more than one position at the same time. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except for as agreed to by the Senior Administrative Officer/Head of School and the Board. Only directors may serve as the Chair or Vice Chair. Any person may hold more than one office.

Section 2. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board for terms to expire at the first meeting of the directors following the next annual meeting of the Members, provided that an officer appointed to fill a vacancy shall serve for the

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remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these Bylaws.

Section 3. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 4. Chair. The Chair shall preside at all meetings of the Board and shall have such other powers and duties as may be prescribed from time to time by the Board.

Section 5. Vice Chair. The vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair of the Board. In the absence or the disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 6. Senior Administrative Officer/Head of School/Superintendent.

The Senior Administrative Officer/Head of School/Superintendent shall:

A) be the head of the corporation and responsible for the day-to-day overall supervision, direction and control of its affairs with guidance from the Board of Directors.

B) provide Board briefings on the state of FSMA at Board meetings and/or when deemed necessary.

C) sit on the Finance and Compensation committee, as a non-voting member, but will be excused in matters pertaining to the Superintendent's own compensation.

D) take on any other such powers, duties and responsibilities as the Board may prescribe.

E) shall be ex-officio to all board meetings

Section 7. Secretary. The Secretary shall:

A) maintain a book of minutes of all meeting of the Board and Board Committees recording the time, place and date of said meetings, the names of those in attendance, as well as any actions taken and the vote on such actions.

B) present those minutes at or in advance of regular meetings to the Board of Directors where they will be approved by a majority vote of the Board.

C) maintain a copy of the corporation By-laws with all amendments, along with the dates those amendments were passed and make available a copy to all Board members upon request.

D) provide advance notice to the entire Board of Directors of the date, time and place of all subsequent Board and Committee meetings.

E) have such additional powers, duties and responsibilities as the Board may prescribe.

Section 8. Treasurer. The Treasurer shall:

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A) keep or cause to be kept adequate and correct financial records and accounts of the corporation properties, assets, receipts and disbursements.

B) be the Chief Financial Officer of the Board of Directors and Chair of the Finance and Compensation Committee and as such, prepare an annual budget in conjunction with the corporation Superintendent and Business Administrator.

C) provide financial reports monthly to the Board of Directors either in advance of or at regular meetings and provide general oversight regarding the financial operation of the corporation.

D) recommend to the Board of Directors, for their approval, that an audit be done annually, as long as one is required by the corporation's bond investors. The Treasurer will recommend a firm to be hired by the Board to review the books and records of the corporation and provide a report back to the Board of Directors and all who hold a financial interest in the corporation, no more than three (3) months after the end of the fiscal year.

E) once the corporation's bond has been retired the Treasurer may recommend either an annual audit or a Generally Accepted Accounting Principles (GAAP) Report as outlined by the State of Delaware. The Treasurer is responsible for completing the GAAP, with input from the Finance and Compensation Committee, and sending it to the Board for their review prior to submitting it to the State of Delaware. If an audit is requested, the process noted above must be followed.

F) take on any other powers, duties or responsibilities as the Board may prescribe.

**Article X
Indemnification**

Section 1. Right of Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative, or investigative (a "proceeding") by reason of the fact that he or she, or a person for whom he or she is the legal representative, is or was a director or officer of the corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) incurred by such person. The corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board.

Section 2. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the prepayment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

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Section 3. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Non-Exclusivity of Rights. The indemnification and advancement rights conferred on any person by this Article X shall not be exclusive of, shall be in addition to, and may be broadened by, any other rights that such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these Bylaws, an agreement, vote of Members or disinterested directors, or otherwise.

Section 5. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who has or is serving at its request as a director, officer, employee, or an agent of another corporation, partnership, joint venture, trust, enterprise, or nonprofit entity shall be reduced by an amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise, or nonprofit enterprise.

Section 6. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power or the obligation to indemnify him or her against such liability under the provisions of this Article X.

Section 7. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article X shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

Article XI Records

Section 1. Corporate Records. The Corporation shall keep at its registered office in this State or at its principal place of business wherever situated an original or duplicate record of the proceedings of the directors and the original or copy of its Bylaws, including all amendments and alterations thereto to date, and a register, giving the names and addresses of the directors. The Corporation shall also keep complete and accurate books or records of account.

Section 2. Right of Inspection. Every director shall, upon written demand under Notary Seal stating the purpose thereof, have a right to examine, in person or by agent or attorney, during the usual hours for business for any proper purpose, one reasonably related to the interest of such person as a director, books and records of account, and records of the proceedings of the directors, and to make copies or extracts there from.

Section 3. Execution of Written Instruments. All contracts deeds, mortgages, obligations, documents, and instruments, whether or not requiring a seal, may be executed by the Chairman and/or the Senior

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Administrative Officer/Head of School/Superintendent as attested by the Secretary or an Assistant Secretary. All checks, notes, drafts, and orders for the payment of money shall be signed by the Treasurer or such one or more other officers or agents as the Board may from time to time designate.

Section 4. Audit. At the close of each fiscal year, the school will complete a full audit, as required by law.

The audit will be done by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Delaware statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. The audit report is to be completed no more than three (3) months after the end of the fiscal year. It will be distributed to the Board of Directors and all who hold a financial interest in the corporation.

A GAAP Report will be completed by the Treasurer of the Board with assistance from the Finance and Compensation Committee. The GAAP Report will be presented for review by the Board prior to it being submitted to the State of Delaware.

Article XII

Conflicts of Interest Policy

Section 1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board and officers of the Corporation, all directors and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All directors and officers must make a full disclosure annually of all organizations, together with any other relationships, which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer, or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board and must refrain from voting on such matter.

Section 3. Board Approval. No director or officer, or any spouse, sibling, parent, or child (in each case whether by birth, marriage, guardianship, or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered, unless the Board, after full disclosure of the terms and conditions of such payments, approves such payment.

**Article XIII
Corporate Seal**

Section 1. Corporate Seal. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

**Article XIV
Gifts**

Section 1. Gifts. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purpose, or any special purpose, of the Corporation. No contribution, gift, bequest, or devise, however will influence admission policies.

**Article XV
Irrevocable Dedication; Dissolution And Reversion**

Section 1. Irrevocable Dedication. The Corporation is not organized, nor shall it be operated, for a pecuniary gain or profit. The property, assets, profits, and net income of the Corporation are irrevocably dedicated to charitable, scientific, or educational purposes, and no part of the profits or net income shall inure to the benefit of any officer or member thereof.

Section 2. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining, other than those obligated under the Board Member Loan Agreement, shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations that are organized and operated exclusively for charitable, educational, or scientific purposes and that are exempt from federal income tax under Section 501(a) of the Code, or under the corresponding provision of any subsequent law, as organizations described in Section 501(c)(3) of the Code, or in the corresponding provision of any subsequent law, or to the federal government or a state or local government for a public purpose. In the event that an organization herein above named shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organization.

**Article XVI
Amendments**

Section 1. Amendments. These Bylaws may be amended, suspended, or repealed by the affirmative vote of both three-quarters (3/4) of all of the directors then serving at a meeting noticed and called for the purpose of amending, suspending, or repealing the Bylaws, provided that any such action, is ratified by the affirmative vote of three-quarters (3/4) of all of the Members.

**Article XVII
Fiscal Year, Payment System and Contracts**

Section 1. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year and ends on June 30 of the following year.

By-Laws. First State Military Academy. November 2011

Section 2. Payment System. The corporation is mandated to follow the State of Delaware's First State Financials (FSF) process of payment for any outstanding bills. Utilizing the FSF system will be in accordance with the process outlined by the State of Delaware, commencing prior to the first instructional day .

Section 3. Contracts. All of the corporation's contracts must be approved by the Board of Directors on an ongoing basis.

Section 4. Requisitions. Any requisition in excess of \$25,000 must be presented to the board prior to submission.

**Article XVIII
Effective Date**

Section 1. Effective Date. These Bylaws shall take effect immediately.

Date: NOVEMBER 6, 2011
Hereby Subscribed:

A handwritten signature in black ink, appearing to be "C. R. [unclear]", written over the "Hereby Subscribed:" text.

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9th Grade ELA

Literary Elements and the Short Story

Unit ONE uses the short story as the vehicle for reviewing common literary elements, as well as for appreciating the art of great storytelling.

Overview

This unit enables students to confirm and hone a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story may be used to focus especially on a particular element, such as point of view in “The Cask of Amontillado” by Edgar Allan Poe or symbolism in “The Scarlet Ibis” by James Hurst. Teachers should choose stories that exemplify great storytelling and that they think are best for their students. The range of suggested works provides exposure to literature from a variety of cultures.

Focus Standards

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Suggested Objectives

Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.

Understand and explain why plots in short stories usually focus on a single event.

Analyze how authors create the setting in a short story.

Define the concept of theme and identify the theme(s) in stories read.

Identify and explain characterization techniques in short stories.

Identify and explain the use of figurative language in short stories.

Analyze how authors create tone in short stories.

Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the story.

Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.

Suggested Works

Literary Texts

Short Stories

Drinking Coffee Elsewhere: Stories (ZZ Packer)

“Everyday Use” (Alice Walker) (EA)

“How Much Land Does a Man Need?” (Leo Tolstoy)

Points of View: An Anthology of Short Stories (James Moffett and Kenneth L. McElheny, eds.) (1968 edition)

"The Black Cat" (Edgar Allan Poe) (EA)

"The Cask of Amontillado" (Edgar Allan Poe) (EA)

"The Gift of the Magi" (O. Henry) (E)

"The Kitchen Boy" (Alaa Al Aswany)

"The Minister's Black Veil" (Nathaniel Hawthorne) (EA)

"The Most Dangerous Game" (Richard Connell) ★★★★★₁

"The Overcoat" (Nikolai Gogol) (EA)

"The Scarlet Ibis" (James Hurst)

"The Secret Life of Walter Mitty" (James Thurber) (EA)

"The Tell-Tale Heart" (Edgar Allan Poe) (EA)

Art, Music and Media

Art

Emanuel Leutze, *Washington Crossing The Delaware* (1851)

Jacob Lawrence, *On The Way* (1990)

Michelangelo, *The Creation of Adam*, Sistine Chapel (c. 1511)

Pablo Picasso, *Young Acrobat on a Ball* (1905)

Roy DeCarava, *Untitled* (1950)

Sultan Muhammad, *From a Khamsa of Nizami* (1539-43)

Tina Barney, *Marina's Room* (1987) ★★★★★₁

Film

Ang Lee, dir., "Chosen" (and other BMW short films)

Ken Burns, dir., *Brooklyn Bridge* (1981)

Martin Scorsese, dir., *No Direction Home* (2005)

Music

"Clothesline Saga" (Bob Dylan)

"Me and Bobby McGee" (Kris Kristofferson and Fred Foster)

"Peter and The Wolf" (Sergei Prokofiev)

"The Bonnie Lass o'Fyvie" ("Peggy-O") (Folk Ballad)

"Variations on an Original Theme ('Enigma')" (Edward Elgar)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Literature, Informative Writing

Seminar: Is Montresor (from Poe's "The Cask of Amontillado") a reliable narrator? Cite at least three reasons to support your argument. The Seminar Question may also be used as an essay topic. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.2, RL.9-10.3, SL.9-10.1, SL.9-10.3, SL.9-10.4, S

Reading Informational Text, Performance

Select a one-minute passage from one of the short stories and recite it from memory. Include an introduction that states:

What the excerpt is from

Who wrote it

Which literary element it exemplifies and why

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.6)

Language Usage

Parts of Speech Review

Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns

Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds

Select a paragraph from the novel and identify all the verbs. Name the tense of each verb you find. (L.9-10.3)

Look at a photograph, painting, or magazine advertisement for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares (one for each category: people, places, things, and ideas). In each square, list the nouns by category that you see in the image. Note whether they are abstract or concrete nouns. (L.9-10.3)

Research, Reading Informational Text, Informative Writing

Select one of the authors from the short story unit and conduct an author study. Begin by defining a research question and refine it as necessary. The research should include an autobiographical or biographical text, another story by the same author, and/or a critical essay that addresses a specific aspect of the author's style. Include at least three references to the author's work and to other sources. Cite sources carefully and distinguish clearly between paraphrasing and quoting. (RL.9-10.1, RI.9-10.1, W.9-10.2, W.9-10.7, W.9-10.8)

Reading Literature, Informative Writing

Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, W.9-10.2)

Art, Speaking and Listening

How do artists create narratives? Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative. (SL.9-10.1, SL.9-10.2)

Art, Reading Literature, Informative Writing

Select a short story and an artwork and write an essay in which you discuss the use of symbolism in each. State your thesis clearly and include at least three pieces of evidence to support it. An optional extension is to create a digital slide presentation in which you set up a visual comparison between the two works. (RL.9-10.4, W.9-10.2, SL.9-10.6)

Language Mechanics

Review capitalization of common and proper nouns. Identify the nouns in the Language Usage Activity and determine whether they are common or proper nouns; capitalize them if necessary. (L.9-10.2)

Reading Literature, Informative Writing

Discuss the "slow motion" depiction of the murder in Poe's "The Tell-Tale Heart" and consider how Poe's craft affects the relationship between the narrator and his victim. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.4, W.9-10.2)

9th Grade ELA

The Novel – Honor

Unit TWO focuses on the novel as a literary form and explores the unifying theme of honor in the classic American novel *To Kill a Mockingbird*.

Overview

- Students apply the knowledge of literary elements explored in the short story unit to a new literary form—the novel. They discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are highlighted, with particular attention paid to the question of which characters in *To Kill a Mockingbird* may be called honorable. Informational texts illuminate the historical context of the Great Depression and the Jim Crow South.

Focus Standards

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Suggested Objectives

Learn about the history of the novel as a literary form.

Recognize the importance of historical context to the appreciation of setting and character.

Identify major and minor characters.

Analyze and explain characterization techniques for major and minor characters.

Explain that novels may have more than one plot and explain the use of multiple plots (e.g., in *To Kill a Mockingbird*).

Recognize the importance of point of view in a novel (e.g., in *To Kill a Mockingbird*) and why it wouldn't be the same story told from someone else's point of view.

Suggested Works

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Note: Alternatives to *To Kill a Mockingbird* are provided. The theme of honor could be considered in any of the texts listed here.

Novels

All Quiet on the Western Front (Erich Maria Remarque)

Black Boy (Richard Wright) (E)

Of Mice and Men (John Steinbeck) (EA)

The Color Purple (Alice Walker) (EA)

The Killer Angels (Michael Shaara) (E)
To Kill A Mockingbird (Harper Lee) (E)

Informational Texts

Essays

"In Search of Our Mothers' Gardens" (Alice Walker) (EA) (to accompany *The Color Purple*)

Nonfiction

Brother, Can You Spare a Dime? The Great Depression of 1929 – 1933 (Milton Melzer)

Only Yesterday (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

Speeches

First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)

Art, Music and Media

Art

"America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945" (Library of Congress)

Selected Photographs by Dorothea Lange, taken for the Farm Security Administration during the Great Depression (Library of Congress)

Film

Robert Mulligan, dir., *To Kill A Mockingbird* (1962)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Language Mechanics

Review commas with adjectives in a series and subordinate clauses. Select a newspaper or magazine article and highlight all the commas that are used in a series or for subordinate clauses. (L.9-10.1, L.9-10.2) See Scoring Rubric.

Art, Argument Writing, Oral Presentation

Present several photographs of small southern towns during the Depression from Dorothea Lange's or the Library of Congress's collections and compare them to the description of Maycomb in *To Kill a Mockingbird*. Explain which rendering is more vivid to you and why. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (RL.9-10.4, SL.9-10.2, SL.9-10.5)

Film, Opinion Writing, Oral Presentation

Describe whether the 1962 film version of *To Kill a Mockingbird* is faithful to the novel. Cite evidence for why or why not, explaining why you think the film's director chose to omit or emphasize certain events. State your thesis clearly and include at least three pieces of evidence to support your thesis. (RL.9-10.7, SL.9-10.2, SL.9-10.4, SL.9-10.6)

Reading Literature, Informative Writing

Select a quotation from one of the characters in *To Kill a Mockingbird* (or other novel, if applicable) and write an informative/explanatory essay that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to post your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, RL.9-10.2, RL.9-10.3)

Reading Literature, Reading Informational Text, Informative Writing

In "In Search of Our Mothers' Gardens," Alice Walker writes, "Guided by my heritage of a love of beauty and a respect for strength—in search of my mother's garden, I found my own." Write an informative/explanatory essay in which you answer the question, "How is *The Color Purple* a portrayal of Walker's search?" (RL.9-10.1, RL.9-10.2, RL.9-10.5, W.9-10.2)

Reading Literature, Argument Writing

Seminar: Is Scout a reliable narrator? Why or why not? This Seminar Question may also be used as an essay topic. Be sure to include at least three reasons or illustrative examples from the text to support your thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.3, SL.9-10.1, SL.9-10.3)

Language Usage

Parts of Speech Review

Verbs: transitive and intransitive (action, linking), helping

Adjectives: including correct forms of irregular comparative and superlative adjectives; articles; nouns and pronouns used as adjectives; proper and compound adjectives

Adverbs: of place, time, manner, frequency, manner, duration, degree, reason; adverbs that modify adjectives; adverbs vs. adjectives (e.g., “fast”); regular and irregular comparative and superlative adverbs

Select three paragraphs from the novel. In one paragraph, highlight each verb and describe what kind of verb it is—transitive or intransitive. (If transitive, identify the direct object.) In the next paragraph, highlight each adjective and identify what type of adjective it is. In the third paragraph, highlight each adverb and identify what type it is. (L.9-10.1, L.9-10.3)

Art, Informative Writing

Select a documentary photograph from the Library of Congress’s Farm Security Administration-Office of War Information Collection (FSA-OWI) website. In a well-developed essay, explain how the image helps illuminate your understanding of life in the American South during the Depression. State your thesis clearly and include at least three pieces of evidence to support it. (RI.9-10.7, W.9-10.2)

Reading Literature, Performance

Select a descriptive passage from *To Kill a Mockingbird* and recite it from memory. The passage should take one minute to recite. Include an introduction that states:

The title and author of the book

Why the book is significant

How the passage exemplifies one of the book’s themes (RL.9-10.2, SL.9-10.4)

Reading Literature, Argument Writing

Seminar: Is Atticus Finch a hero, or was he just doing his job? This Seminar Question may also be used as an essay topic. Be sure to include at least three reasons or illustrative examples from the text to support your thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

Reading Literature, Argument Writing

Seminar: Is Boo Radley (from *To Kill a Mockingbird*) an honorable man? Begin by answering the question, “What is honor?” This Seminar Question may also be used as an essay topic. Be sure to include at least three reasons or illustrative examples from the text to support your thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

Poetry – Beauty

UNIT THREE – Poetry and focus on poetic forms, rhyme, and meter.

Overview

- Having studied both the short story and the novel, students now consider why poetry is different from prose. In particular, they examine the power and expressive potential of imagery and other kinds of figurative language. They encounter poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors' reflections on poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of "form" in art, examining masterpieces of art and architecture that, like poems, exhibit an excellent distillation of formal elements.

Focus Standards

- These Focus Standards have been selected for the unit from the Common Core State Standards.
- **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **SL.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Suggested Objectives

- Define and offer examples of various forms of poetry.
- Identify the form, rhyme scheme, and meter of poems studied.
- Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.
- Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.
- Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.
- Complete a literary research paper, citing at least three sources.

Suggested Works

Literary Texts

- **Poetry**
- "A Lemon" (Pablo Neruda) (EA)
- "Bogland," "Digging," and/or "The Underground" (Seamus Heaney)
- "Campo di Fiori" (Czesław Miłosz)
- "Dream Variations" (Langston Hughes) (EA)
- "Elegy Written in A Country Churchyard" (Thomas Gray)
- Haiku selections

- “Homecoming” (Julia Alvarez) (EA)
- “I Ask My Mother to Sing” (Li-Young Lee)
- “I Wandered Lonely as a Cloud” (William Wordsworth)
- “Lord Randall” (Anonymous)
- “Love Is” (Nikki Giovanni) (EA)
- “Mending Wall” (Robert Frost) (E)
- “Morning Glory” (Naomi Shihab Nye)
- “Ode on a Grecian Urn” (John Keats) (E)
- “Ozymandias” (Percy Bysshe Shelley) (E)
- “Phantom Limbs” (Anne Michaels)
- “Poetry” (Marianne Moore)
- Psalm 96 (King James Bible)
- “Saturday’s Child” (Countee Cullen) (EA)
- “Sonnet 73” (William Shakespeare) (E)
- “The Darkling Thrush” (Thomas Hardy)
- “The Lady of Shalott” (Alfred, Lord Tennyson)
- “The Raven” (Edgar Allan Poe) (E)
- “The Reader,” “In Trackless Woods” (Richard Wilbur)
- “The Sound of the Sea” (Henry Wadsworth Longfellow) (EA)
- “Walking Distance” (Debra Allbery)
- “We Grow Accustomed to the Dark” (Emily Dickinson) (E)

Informational Texts

Nonfiction

- “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) (excerpts)
- *Faulkner in the University: Class Conferences at the University of Virginia 1957-1958* (William Faulkner, Frederick L. Gwynn, ed.) (excerpts)

Art, Music and Media

Art

- Chartres Cathedral (1193 and 1250)
- Frank Lloyd Wright, Frederick C. Robie House (1909)
- Greek, Terracotta Hydria (ca. 510 BCE)
- Leonardo da Vinci, Mona Lisa (1503-06)
- Michelangelo, David (1504)
- Sandro Botticelli, The Birth of Venus (1486)
- The Parthenon (447-432 BC)
- Vincent van Gogh, Starry Night (1889)

Music

- Giacomo Puccini, “O mio babbino caro” (*Gianni Schicchi*, 1918)
- Giacomo Puccini, “Un bel di, vedremo” (*Madama Butterfly*, 1904)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Poetry, Performance

Select a poem and recite it from memory. Include an introduction that states:

- Title, author, and type of poem
- How the poem exemplifies the stated type of poetry

Record your recitation using a video camera so you can evaluate your performance for accuracy. (SL.9-10.6)

Reading Poetry, Argument Writing, Oral Presentation

View the image of the terracotta urn from the Archaic age of Greece. Write an essay in which you discuss the ways in which reading Keats's description of the urn is a different experience from viewing it. Discuss at least three differences. (RL.9-10.7, W.9-10.2)

Art, Speaking and Listening

Most great poems explore one idea or concept, often distilling it to its essence. Look carefully at three masterpieces of art (e.g., the *Mona Lisa*, the *David*, the Parthenon). After looking at these works of art, do you believe that the artists who made them did similar things? (SL.9-10.1, SL.9-10.2)

Reading Poetry, Narrative Writing, Language Usage

(The creative writing assignment below follows the reading and close study of "Mending Wall," by Robert Frost.) In "Mending Wall," Frost uses an extended metaphor (the wall) to convey an idea. Consider an idea that you want to express and then think of a metaphor that will enable you to convey your idea in a poem.

- Once you select the metaphor, create a web that depicts the metaphor (e.g., a volcano would likely generate words like: *noisy, ash, red, burn, majestic*)
- Begin to string words (e.g., "the burning ash of morning/creeps into my aching heart ...")
- Using the generated phrases, compose a poem (RL.9-10.4, W.9-10.3)

Language Usage

Review prepositions: position, direction, time, purpose and means, possession, accompaniment, comparison, support or opposition, exception, concession; combining prepositions (e.g., *in front of*). Review prepositions versus adverbs: Look at a photograph taken during a basketball game or other sporting event (e.g., in the school newspaper or other newspaper). Then, using adverbs and prepositions listed by your teacher, write two sentences for each event that describe what is happening in the picture (e.g., use the words *up, through, or behind*). The first sentence should use the word as a preposition, and the second as an adverb. (L.9-10.1, L.9-10.3)

Reading Poetry, Informative Writing

Select a poem (from the list of Exemplar Texts) and perform the following tasks:

- Annotate the poem for the poet's use of poetic devices
- Using your annotations, explicate the poem

In a single paragraph (at least one hundred words long), discuss the poem's theme and the way in which the poet's use of these devices illuminates the theme. (RL.9-10.4, W.9-10.2)

Drama – Fate

Unit FOUR uses two classic tragedies to address a new literary form for the grade level: the drama.

Overview

- Students read *Antigone* or *Oedipus the King*, learning about the classic form of the Greek tragedy. Students examine Aristotle's *Poetics* and his definitions of comedy and tragedy to deepen their understanding of tragedy. They read Shakespeare's *Romeo and Juliet* and compare and contrast the ways in which the plays treat the related theme of fate versus free will. Building on the poetry unit, students also will consider Shakespeare's use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students' shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school.

Focus Standards

- These Focus Standards have been selected for the unit from the Common Core State Standards.
 - **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
 - **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
 - **RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - **L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggested Objectives

- Identify and explain the elements of drama in general, and in Greek drama in particular (see Terminology section).
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term *tragedy*.
- Analyze the playwrights' use of irony.
- Identify the poetic devices used in *Romeo and Juliet* and explain their effect.

Suggested Works

Literary Texts

- **Drama**

- *Antigone* (Sophocles) (EA)
- *Oedipus the King* (Sophocles) (E)
- *Romeo and Juliet* (William Shakespeare) (E)

Informational Texts

Nonfiction

- "Poetics" (Aristotle) (excerpt on comedy and tragedy)
- "The Visual Artistry of *Romeo and Juliet*" (James Black) (*Studies in English Literature, 1500-1900*, Vol. 15, No. 2, Spring 1975: 245-256)

Art, Music and Media

- **Art**
- Artemisia Gentileschi, *Judith and Her Maidservant with the Head of Holofernes* (1625)
- Michelangelo Merisi da Caravaggio, *The Death of the Virgin* (1604-1606)
- Pablo Picasso, *The Tragedy* (1903)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Art, Reading Literature, Informative Writing, Oral Presentation

Examine the rendering of Caravaggio's *The Death of the Virgin*. How does the artist choose to create dramatic effects? For instance, note the nuances of light and shadow, mood, composition of the figures, and illusion of depth. Note the curtain the painter has included to "reveal" the scene. How do these elements direct your eye? Does the curtain draw you into a certain part of the painting? Compare the Caravaggio with the Gentileschi. What are both of these artists doing with color and light? How are these paintings different? Can you find similarities between the Caravaggio and Act V, scene iii, of *Romeo and Juliet*? Describe and explain the significance of at least three examples. (RL.9-10.7, SL.9-10.1, SL.9-10.2)

Language Usage, Language Mechanics

Review the following:

- Pronouns: personal (nominative and objective), demonstrative, interrogative, possessive, indefinite, reflexive/"intensive," relative.
 - Agreement of pronouns and antecedents
 - Appositives: commas with appositives, restrictive and nonrestrictive clause
- Read a fellow student's essay from another activity. Highlight all the pronouns and identify each of them by type. Name their antecedents. Explain why commas are or are not included with clauses. (L.9-10.1b, L.9-10.2) See Scoring Rubric.

Reading Literature, Informative Writing

Seminar: How does free will play a part in *Romeo and Juliet*'s destiny? This seminar question may also be used as an essay topic. Be sure to state your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.4, SL.9-10.1)

Reading Literature, Performance

Select a one-minute passage from one play and recite it from memory. Include an introduction that states:

- The title of the play and the act and scene of the passage
- Why the passage is significant
- How the passage exemplifies one of the play's themes

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

Reading Literature, Informative Writing

Write an informative/explanatory essay in which you discuss the extent to which one of the dramas studied adheres to Aristotle's definition of tragedy. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.2, RL.9-10.3, W.9-10.2)

Reading Literature, Informative Writing

Write an informative/explanatory essay that compares and contrasts aspects of tragic illumination in the tragedies of *Romeo and Juliet* and *Antigone* (or *Oedipus the King*). State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.2, RL.9-10.3, W.9-10)

Reading Informational Text, Reading Literature, Informative Writing

In his essay "The Visual Artistry of *Romeo and Juliet*," James Black argues that "*Romeo and Juliet* is an especially 'visual' play." He notes that the "story is told and its tragedy unfolded in a series of pictures as well as in dialogue; and indeed the play is a brilliant exercise in suiting the action to the word in such a way that both actions and words are given special intensity." To prepare for writing an informative/explanatory essay, students will:

- Select a specific scene from the play
- Note the action in the scene
- Examine the ways that the dialogue "depicts" the action

Write an informative/explanatory essay in response to the following prompt: How does the dialogue in the scene that you selected contribute to the visual presentation of the action and, by extension, to the play's theme? (RL.9-10.4, RL.9-10.5, L.9-10.3, L.9-10.4, L.9-10.5)

Additional Resources

-
- *Shakespeare's Romeo and Juliet: "You Kiss by the Book"* (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10)
- *Oedipus the King: An Introduction to Greek Drama* (PBS) (RL.9-10.4, RL.9-10.10)
- *Antigone and the Ancient Greek Theater* (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10)

Epic Poetry – Heroism

Unit FIVE focuses on epic poetry as its own genre and introduces students to classic and more recent epics, as well as to works of contemporary nonfiction that also address themes related to heroism.

Overview

- Students read Homer's *The Odyssey* or Virgil's *The Aeneid*, with special attention to the hero's journey, and learn about the characteristics of an epic hero. They become familiar with classic Greek and Roman mythology and consider the role of the gods in the hero's adventures. Building on themes in the previous unit, they may discuss the role of fate. Through pairings of these works with informational texts, students learn about the ancient city of Troy and the story of the Trojan War for historical context. They may also encounter informational texts that describe the experience of soldiers going to or returning from war in contemporary times; they may compare and contrast these accounts with the experiences of Aeneas or Odysseus. Alfred, Lord Tennyson's "The Lotos-Eaters" is included in the unit so that students may explore how authors draw on the works of other authors to examine related themes. "The Song of Hiawatha" by Henry Wadsworth Longfellow is included so that students can compare a classic epic with a more recent one. As a segue to the next unit on memoir, William Manchester's *Goodbye Darkness* allows students to delve more deeply into the themes of bravery and heroism. Teachers may also choose to read excerpts from the Indian epic *The Ramayana* to explore an epic from yet another culture.

Focus Standards

- These Focus Standards have been selected for the unit from the Common Core State Standards.
- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RI.9-10.7:** Analyze various accounts of a subject in different mediums (e.g., a person's life story told in both print and multimedia), determining which details are emphasized in each account.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Suggested Objectives

- Identify and explain the elements of an epic poem.
- Identify and explain the characteristics of an epic hero.
- Analyze the relationship between myths or legends and epic poetry.
- Examine the historical context of literary works.
- Compare and contrast how related themes may be treated in different genres (here, epic poetry and contemporary nonfiction).
- Hone effective listening skills during oral presentations and class discussions.

Suggested Works

Literary Texts

- **Poetry**
- "Endymion" (John Keats) (EA) (excerpts)
- *The Aeneid* (Virgil)
- "The Lotos-Eaters" (Alfred, Lord Tennyson)

- *The Odyssey* (Homer) (E)
- *The Ramayana* (attributed to the Hindu sage Valmiki) (excerpts)
- “The Song of Hiawatha” (Henry Wadsworth Longfellow) (EA)
- **Stories**
- *Mythology* (Edith Hamilton)
- Informational Texts**
- Nonfiction**
- “Going to War” (Second Lieutenant Kelley Victor Gasper)
- *Goodbye, Darkness: A Memoir of the Pacific War* (William Manchester)
- (excerpts)
- *Odysseus in America: Combat Trauma and the Trials of Homecoming* (Jonathan Shay) (excerpts)
- *Operation Homecoming: Iraq, Afghanistan, and the Home Front in the Words of U.S. Troops and Their Families* (Andrew Carroll, ed.)
- “Poetics” (Aristotle) (excerpt on comedy and tragedy)
- *Soldier’s Heart: Reading Literature Through Peace and War at West Point* (Elizabeth D. Samet)
- “The Devious Narrator of *The Odyssey*” (Scott Richardson, *The Classical Journal*, Vol. 101, No. 4, pp. 337-359)
- *The Gold of Troy* (Robert Payne)
- *The Hero with a Thousand Faces* (Joseph Campbell)
- *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (Laura Hillenbrand)

Art, Music and Media

- **Art**
- Greece, Relief Plaque (ca. 450 BCE)
- India, Folio from The Ramayana of Valmiki: Rama Shatters the Trident of the Demon Viradha (1597-1605)
- **Music**
- Henry Purcell, *Dido and Aeneas* (1689)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Informational Text, Reading Literature, Informative Writing

For Advanced Students: Read teacher-selected excerpts of Scott Richardson’s essay “The Devious Narrator of *The Odyssey*.” Compose an informative/explanatory essay in which you discuss how this depiction of the relationship between you (the audience) and Homer (the author) influences your reading of Odysseus’s journey. (RL.9-10.3, RL.9-10.5, W.9-10.2)

Argument Writing

Select someone you know or someone famous in contemporary history, and write an argument that explains why you think this person exemplifies the characteristics of an epic hero. Be sure to include at least three specific characteristics and offer examples from the person’s “journey” to support your opinion. (W.9-10.1)

Reading Literature, Performance

Select a one-minute passage from *The Odyssey* or *The Aeneid* and recite it from memory. Include an introduction that states:

- What the excerpt is
- Who wrote it

- Why it is significant as an example of an important literary tradition (RL.9-10.6, SL.9-10.6)

Narrative Writing, Poetry Writing, Language Usage

Write a poem or prose narrative about a journey you or someone you know has taken, using epic similes, epithets, and allusions. (W.9-10.3)

Reading Literature, Informative Writing

Write an informative/explanatory essay in which you describe how *Aeneas* or *Odysseus* (or a contemporary soldier from another reading) exhibits the characteristics of an epic hero. State your thesis clearly and include at least three pieces of evidence to support it. (W.9-10.1)

Reading Literature, Reading Informational Text, Informative Writing

Write an informative/explanatory essay in which you compare the treatment of the theme of heroism in *The Aeneid* or *The Odyssey* with its treatment one of the contemporary nonfiction accounts. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.2, RI.9-10.7, W.9-10.2)

Art, Informative Writing, Opinion Writing

Describe what the text does to the manuscript page from *The Ramayana*. Even though you cannot read the text, how does it enhance or detract from the image? Write what you believe the text says. If there were text in the Greek relief, what do you think it would say? (W.9-10.1, W.9-10.3)

Language Mechanics

Review semicolons. Using the excerpt from the Reading Literature, Performance Activity, explain the reason for the use of each semicolon in the text. (L.9-10.2)

Art, Speaking and Listening

Compare the Greek relief and the page from *The Ramayana*. Both show scenes from epic stories. How do they convey heroism? How would you describe the main characters in the scenes? Do you know who the main characters are? Without knowing any additional information about these images, provide some insight into what you see. How is the artist telling these stories? (SL.9-10.1, SL.9-10.2)

Reading Literature, Argument Writing

Seminar: Is Aeneas (or Odysseus) courageous? The seminar question may also be used as an essay topic. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.3, SL.9-10.1, SL.9-10.4, SL.9-10.6)

Language Usage

Review the following parts of speech:

- Conjunctions: coordinating, correlative, subordinating (vs. prepositions)
- Conjunctive adverbs

Select three paragraphs from one of the informational texts listed. Highlight all the conjunctions and conjunctive adverbs. Identify what kind of conjunctions they are, and explain when and why conjunctive adverbs are used instead of conjunctions. (L.9-10.1)

Music, Reading Literature, Speaking and Listening

Play excerpts from Henry Purcell's opera *Dido and Aeneas* and lead the class in a discussion on whether this rendering of an epic in another medium is or is not "faithful" to the original. Discuss why or why not. Ask classmates to provide specific evidence for their opinions. (RL.9-10.7, SL.9-10.2, SL.9-10.3, SL.9-10.4)

Additional Resources

- *Lessons of the Indian Epics: Following the Dharma* (National Endowment for the Humanities) (RL.9-10.6)

Literary Nonfiction – Reflection (the Memoir, the Essay, and the Speech)

Unit SIX focuses on three kinds of literary nonfiction: the memoir, the essay, and the speech, with “reflection” as the common aspect of these genres.

Overview

-
- The unit allows students to recognize and appreciate the effective use of literary devices in nonfiction. Students are exposed to memoirs from various cultures and look for common techniques, such as the emphasis on a particularly significant event or time period in the author’s life. Works of art that address similar goals, such as self-portraits, are also examined to compare presentation. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, whereby the authors or orators engage readers or listeners to think carefully about literature, events, or ideas in a new way.

Focus Standards

- These Focus Standards have been selected for the unit from the Common Core State Standards.
- **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- **W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **SL.9-10.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Suggested Objectives

- Identify and explain the characteristics of a memoir
- Distinguish between an autobiography and a memoir.
- Identify and explain the effect of stylistic devices used in memoirs.
- Identify and explain the characteristics of various types of essays (e.g., literary and narrative).
- Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors.
- Apply rhetorical strategies learned in this lesson to essay writing projects of their own.

Suggested Works

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Informational Texts

Articles

- “The Coming Merger of Mind and Machine” (Ray Kurzweil) (E)

Essays

- “Lincoln and the Gettysburg Awakening” (Glenn LaFantasie) (excerpts)
- “Avant-Garde and Kitsch” (Clement Greenberg)
- “Lear, Tolstoy, and The Fool” (George Orwell)
- *Life on the Mississippi* (Mark Twain) (EA) (excerpts)

- “Politics and the English Language” (George Orwell) (E)
- “Preface to *Lyrical Ballads*” (William Wordsworth)
- Excerpts from *The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today* (Martin Seymour-Smith)
- “The Lost Childhood” (Graham Greene)

Memoirs

- “A Four Hundred Year Old Woman” (Bharati Mukherjee)
- “A Sketch of the Past” (Virginia Woolf)
- “Learning to Read and Write” (Frederick Douglass) (EA)
- *A Childhood: The Biography of a Place* (Harry E. Crews)
- *In Search of Our Mothers’ Gardens* (Alice Walker) (EA)
- *Notes of a Native Son* (James Baldwin)
- *One Writer’s Beginnings* (Eudora Welty)
- *Running in the Family* (Michael Ondaatje)
- *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (Maxine Hong

Kingston)

Speeches

- “Brandenburg Gate Address” (Ronald Reagan)
- “Gettysburg Address” (Abraham Lincoln) (E)
- “Letter from a Birmingham Jail” (Martin Luther King Jr.) (E)
- “Address at the March on Washington” (Martin Luther King, Jr.) (E)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA)
- “Second Inaugural Address” (Abraham Lincoln) (E)
- “Sinews of Peace Address” (Winston Churchill)

Art, Music and Media

Art

- Albrecht Durer, *Self-Portrait at the age of 13* (1484)
- Artemisia Gentileschi, *Self-Portrait as the Allegory of Painting* (1630s)
- Balthus, *Le roi des chats (The king of cats)* (1935)
- Francis Bacon, *Self-Portrait* (1973)
- Gustave Courbet, *The Desperate Man* (self-portrait) (1843)
- Jacob Lawrence, *Self-Portrait* (1977)
- Jan van Eyck, *Self-Portrait* (1433)
- Leonardo da Vinci, *Possible Self-Portrait of Leonardo da Vinci* (c.1513)
- Louisa Matthíasdóttir, *Self-Portrait with Dark Coat* (No Date)
- Pablo Picasso, *Self-Portrait* (1907)
- Rembrandt van Rijn, *Self-Portrait at an early age* (1628)
- Rembrandt van Rijn, *Self-Portrait at the Age of 63* (1669)
- Vincent van Gogh, *Self-Portrait* (1889)

Sample Activities and Assessments

- *Note:* Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays.

Language Usage, Language Mechanics

Review interjections and their punctuation. Identify the interjections in a passage from one of the memoirs. Explain why their use is appropriate. Would there have been another way to write the sentences(s) in which the interjections are used—and still have the same effect? Why or why not? (L.9-10.1, L.9-10.2)

Reading Informational Text, Performance

Select a one-minute passage from one of the speeches here and recite it from memory. Include an introduction that explains:

- The occasion/context of the speech
- Its literary and historical significance

Record your recitation using a video camera so you can evaluate your performance for accuracy. (SL.9-10.6)

Narrative Writing, Speaking and Listening

First, students will interview an adult member of their family. The interview must be substantive; if transcribed, it should be at least one thousand words. Then, they will compose memoirs in the voice of the relative. (SL.9-10.1, SL.9-10.2, W. 9-10.1, L.9-10.4, L.9-10.5)

Narrative Writing

Write a memoir (perhaps after the style of one of those read) recounting a specific person, place, experience, event, day, moment, work of art, or another specific thing and convey its significance to you. Your teacher may give you the option of adding a multimedia component to your memoir, such as a digital slide presentation, for posting on the class web page. (W.9-10.3, L.9-10.5, SL.9-10.5)

Reading Informational Text, Reading Literature, Informative Writing

Write an informative/explanatory essay in which you discuss how two literary texts studied this year illustrate Faulkner's thesis in his 1949 Nobel Prize acceptance speech. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to post your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.2, RI.9-10.9, W.9-10.2)

Art, Informative Writing, Oral Presentation

Examine the artworks listed. Begin by comparing Rembrandt's *Self-Portrait* at an early age with his *Self-Portrait at the Age of 63*. How has the artist depicted himself in both paintings? Although you can infer from the titles and dates of the works that the artist has aged, what visual clues is Rembrandt giving you? How is he drawing you, as the viewer, into the work of art? Is he telling a story through these portraits—and if so, how? Now view two very different self-portraits—by Jacob Lawrence and Pablo Picasso. How has self-portraiture changed, and remained the same, over time? What similarities can you find in these self-portraits? (RL.9-10.7, SL.9-10.1, SL.9-10.2, SL.9-10.5)

Reading Informational Text, Informative Writing

Seminar: Compare Lincoln's Gettysburg Address with Martin Luther King Jr.'s Address at the March on Washington and explain why these are both considered great speeches. Be specific and cite from the texts. Begin by identifying the elements of a good speech. The seminar question may also be used as an essay topic. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.9-10.1, SL.9-10.3) (RI.9-10.10)

Art, Speaking and Listening

Examine Courbet's *The Desperate Man* and Matthíasdóttir's *Self Portrait with Dark Coat*. How has each artist chosen to depict himself or herself? What mood is each painter trying to depict, and what visual clues led you to discover this? Why do you believe that painters paint themselves—especially in the case of these two images? Is it similar to why people write memoirs? Are these self-portraits believable—that is, do you think it is a faithful depiction of the painter? What do we mean by "faithful" in portraiture, or in writing? (SL.9-10.1, SL.9-10.2, SL.9-10.5)

10th grade ELA

World Literature

Unit 1: In this unit, students read works by Latin American and Central American authors.

OVERVIEW

Students consider religious, generational, and cultural conflicts, as well as the effects of modernization, political struggle, and other themes common to many literary works. Many works in the unit feature magical realism, and may be compared to those found in the Russian literature unit (Unit Four). Students also recognize that not all literary works make explicit political or cultural statements and that they must be approached on their own terms. In order to enrich their understanding, students investigate the historical background for selected works, as well as author biographies.

Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

LEARNING TARGETS/FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUGGESTED OBJECTIVES

Explore the role of the magical and the fantastic in Latin American literature.

Explore narrative forms and techniques in Latin American literature.

Analyze the role of time in Latin American narrative.

Listen to and analyze Latin American poetry in the original and in translation.

Explore the role of local and universal themes in Latin American literature.

Consider the challenges of translation, including the different connotations that various cultures attach to given words.

Offer insightful inferences regarding the themes of the text.

Create clear, original, specific thesis statements.

Organize concrete evidence and supporting textual details to support a thesis statement.

Use precise language, avoiding casual language and clichés.

Write appropriate transitions to organize paragraphs.

Analyze how literary devices produce meaning.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Texts can be combined in a number of ways. Students, for example, can read either one midlength novel or two short novels, in addition to a play, a selection of poems by various authors, and a nonfiction essay.

Drama

Mexico

The Impostor: A Play for Demagogues (Rodolfo Usigli and Ramon Layera, trans.)

Novels

Chile

The House of the Spirits (Isabel Allende and Magda Bogin, trans.)

Colombia

One Hundred Years of Solitude (Gabriel García Márquez)

Mexico

Like Water for Chocolate (Laura Esquivel and Thomas Christensen, trans.)

The Book of Lamentations (Rosario Castellanos)

The Old Gringo (Carlos Fuentes and Margaret Sayers Peden, trans.)

The Underdogs: A Novel of the Mexican Revolution (Mariano Azuela and Sergio Waisman, trans.)

Poetry

Chile

“Book of Twilight” (Pablo Neruda)

Gabriela Mistral: A Reader (Gabriela Mistral, Maria Giachetti, trans., Marjorie Agosin, ed.) (selections)

Twenty Love Poems and a Song of Despair (Pablo Neruda and W.S. Merwin, trans.) (selections)

Mexico

Eagle or Sun? (prose poems) (Octavio Paz) (selections)

Short Stories

Argentina

“End of the Game” (Julio Cortázar)

“Letter to a Young Lady in Paris” (Julio Cortázar)

“The Garden of Forking Paths” (Jorge Luis Borges)

“The Secret Miracle” (Jorge Luis Borges)

Chile

The Stories of Eva Luna (Isabel Allende) (selections)

Colombia

"Chronicle of a Death Foretold" (Gabriel García Márquez)

"No One Writes to the Colonel" (Gabriel García Márquez)

"The Sea of Lost Time" (Gabriel García Márquez)

Cuba

"Journey Back to the Source" (Alejo Carpentier)

INFORMATIONAL TEXTS

Nonfiction

"Complex Feelings about Borges" in *The Noé Jitrik Reader: Selected Essays on Latin American Literature* (Noé Jitrik and Susan E. Benner, trans.) (selections)

The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.)

The Testimony of Contemporary Latin American Authors (Doris Meyer, ed.) (excerpts)

Speeches

"The Solitude of Latin America" Nobel Prize Acceptance Speech, 1982 (Gabriel García Márquez)

ART, MUSIC AND MEDIA

Art

Honduras

Deity Figure (Honduras, third to sixth century)

Colombia

Masked Figure Pendant (Colombia, tenth to sixteenth century)

Costa Rica

Bird Pendant (Costa Rica, first century BCE to first century CE)

Guatemala

Tripod Bird Bowl (Guatemala, third to fourth century)

Mexico

Diego Rivera, *The History of Mexico: The Ancient Indian World* (1929-1935)

Murals at Bonampak (Mayan, ca. 580 to 800 CE)

Murals from Teotihuacan (Tetitla, ca. 100 BCE to 250 CE)

Peru

Drinking Vessel (Peru, late fifteenth to early sixteenth century)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Research, Informative Writing, Multimedia Presentation

In 1945, Gabriela Mistral (from Chile) became the first Latin American author to win the Nobel Prize in Literature. Six others followed: Miguel Angel Asturias, Guatemala (1967); Pablo Neruda, Chile (1971); Gabriel García Márquez, Colombia (1982); Octavio Paz, Mexico (1990); Derek Walcott, Saint Lucia (1992); V. S. Naipaul, Trinidad (2001); and Mario Vargas Llosa, Peru (2010). Conduct independent research on one of these Nobel Prize-winners. (Teachers may choose to assign authors so that all Nobel

winners will be represented.) Then, write an informative/explanatory essay to communicate your findings. (Optional: Also prepare a digital presentation.) The paper should include the following sections:

Biographical information

The author's position and contribution in his/her country of origin

Key ideas (including passages) from the author's Nobel Prize acceptance speech

A survey of the author's work

An analysis of a single text

Reflective conclusion about the author and his/her contribution to twentieth-century literature

The essay should reflect the synthesis and/or adjudication among sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (W.9-10.1, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10)

Reading Literature, Informative Writing

Seminar: How does magical realism in *The Stories of Eva Luna*, "The Secret Miracle," "The Garden of Forking Paths," *The House of the Spirits*, or *Like Water for Chocolate* help the reader gain a deeper understanding of reality? How does magical realism reveal the author's true point of view? Write an informative/explanatory essay in which you use at least three pieces of specific textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)

Reading Literature, Informative Writing

Seminar: Consider magical realism in *The Stories of Eva Luna*, "The Secret Miracle," "The Garden of Forking Paths," *The House of the Spirits*, or *Like Water for Chocolate*. How is magical realism a metaphor? What is the relationship between the literal and the metaphoric? Does the reader need to suspend his or her notions of reality to accept the device of magical realism of the text? Defend your response using textual evidence to support your thesis. Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)

Reading Literature, Reading Poetry, Performance

Choose a poem or a prose passage from this unit (three minutes maximum) and recite it from memory. Include an introduction that discusses:

Who wrote the poem and when it was written (i.e., historical context)

What makes it memorable or significant

Words and phrases that hold special meaning in context (RL.9-10.2, SL.9-10.6, L.9-10.5)

Record your recitation using a video camera so you can evaluate your performance for accuracy.

Reading Literature, Language Usage, Informative Writing

Seminar: How does love serve as a metaphor? Is there one common statement the texts in this unit all seem to be making about love? If so, what is that statement? After discussion in seminar, write a well-organized informative/explanatory essay using six pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.4, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1, SL.9-10.4)

Reading Literature, Argument Writing

Seminar: Read key passages of "The Secret Miracle" or "The Garden of Forking Paths" in English and Spanish. Consider issues of translated texts. What skills does a good translator need to have? What, if anything, is lost in translation between the texts? Write an argument in which you organize three to six pieces (ideally, at least three pieces from each text) of textual evidence to support an original thesis statement. Your teacher may give you the opportunity share your initial thoughts on the classroom blog in order to get feedback from your classmates. (Note: This assessment is meant especially for bilingual students.) (RL.9-10.4, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)

Art, Speaking and Listening

View the images painted in prehistoric Latin America. What do you see in the murals? What colors and symbols are prominent? Why do you think the artist used these colors and these symbols? What do you see in Rivera's mural in comparison to the ancient murals? Do the modern-day murals include any iconography from prehistoric Latin America? Why do you think the artist is interested in the Aztec and Mayan cultures? What symbolism did Rivera use? (SL.9-10.1, SL.9-10.2)

Art, Speaking and Listening

Examine the Bird Pendant and Bird Bowl, created in two different Central American cultures. Why does the bird seem to be a relevant symbol for this culture? How has each culture depicted the bird figure—different shapes, forms, or lines? Now examine the Deity Figure from Honduras. What do you see in this figure? Does it look recognizable, or is it distinctively different? Compare the Deity Figure to the Colombian Pendant. What is similar about these two objects? Are they similar in creation as well as style? (SL.9-10.1, SL.9-10.2)

Research, Oral Presentation, Multimedia Presentation

Prepare a ten-minute presentation on the life of a Latin American author, with images, maps, audio recordings, and any other applicable resources. Your teacher may ask you to record your presentation as a podcast or vodcast for publication on the class web page. (RI.9-10.1, SL.9-10.2, SL.9-10.5)

Reading Informational Text, Reading Literature, Informative Writing

Seminar: What does Márquez mean by "solitude" in his Nobel Prize acceptance speech, "The Solitude of Latin America," and his novel *One Hundred Years of Solitude*? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After the seminar, write an informative/explanatory essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. Your teacher may give you the opportunity share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.4, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)

Narrative Writing

Write a short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. Your teacher may give you the option of adding a multimedia component, either creating a digital slide presentation or a movie where your narrative becomes the audio portion. These stories might be posted on a class web page for sharing with others outside of your class. (W.9-10.3, SL.9-10.1, SL.9-10.5)

Language Usage

Share a page of your research essay (see Activity 11) with a partner and identify (by type) all the clauses you can find. (L.9-10.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1)

Reading Literature, Language Usage, Speaking and Listening

Your teacher will select passages from the works in this unit. In your journal or on a shared online spreadsheet, identify the figures of speech and interpret them in complete sentences. Then select the abstract nouns in the passage and discuss the nuances and various connotations of each. Discuss with your classmates which connotations you think the author intends. (L.9-10.5)

Reading Literature, Language Usage

Your teacher will select passages from the works in this unit (or others). Find all the figures of speech in the passages. In your journal or on a shared online document, explain what you think each means in the context of the story as a whole. (L.9-10.5)

10th Grade ELA

World Literature

Unit TWO: In this unit, students read and discuss ancient and modern Asian literature, especially from China, India, and Japan.

OVERVIEW

By reading the diverse selections in this unit, students consider the role of ancient philosophies, universal themes, Western influence, and historical change in these works. In addition, students listen to recordings of some of the poems in the original language so that they may appreciate their sounds, structures, and rhythms.

Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SUGGESTED OBJECTIVES

Explore ancient and modern works of literature from Asian countries, particularly China, India, and Japan.

Consider how Asian literature both draws on and questions cultural traditions.

Consider how certain Asian authors integrate Western literary influences into their cultural contexts.

Compare two or more translations of a single poem.

Write a close literary analysis of a work of poetry, fiction, or drama, considering language use and literary elements.

Offer insightful inferences regarding the themes of the text.

Create a clear, original, specific thesis statement.
Organize concrete evidence and supporting textual details to support a thesis statement.
Use precise language, avoiding casual language and clichés.
Write appropriate transitions to organize paragraphs.
Analyze how philosophy influences literature.
Understand how literary devices convey theme.

SUGGESTED WORKS 🌟

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Texts can be combined in a number of ways. Students, for example, can read excerpts from an ancient work; one novel; one play; several short stories; and a long poem or selection of poems. Or teachers might choose two novels or two plays instead of one novel and one play. Students should consult informational texts and secondary sources, online and in the library, for their essays.

Drama

China

Thunderstorm (Cao Yu)

India

The Post Office (Rabindranath Tagore) (EA)

Novels

China

Family (Pa Jin)

India

In Custody (Anita Desai)

Midnight's Children (Salman Rushdie)

Nectar in a Sieve (Kamala Markandaya)

The God of Small Things (Arundhati Roy)

Japan

After Dark (Haruki Murakami)

Norwegian Wood (Haruki Murakami)

The Sound of Waves (Yukio Mishima)

Poetry

China

“A Song of Ch'ang-kan” (Li Bai*) (E) (excerpts) (This author is referenced in Appendix B of the CCSS as Li Po, another transliteration of the author's name.)

“On a Gate-tower at Yuzhou” (Chen Zi'ang) (excerpts)

“Substance, Shadow, and Spirit” (T'ao Ch'ien) (excerpts)

The Jade Mountain: A Chinese Anthology, Being Three Hundred Poems of the T'ang Dynasty 618-906 (Kiang Hang-Hu and Witter Bynner, trans.) (selections)

India

“Song VII” (Rabindranath Tagore) (E)

The Golden Craft (Rabindranath Tagore) (EA)

Sanskrit

The Ramayana (attributed to the Hindu sage Valmiki)

Short Stories

China

Strange Tales from a Chinese Studio (Pu Songling, ed.)

Under The Red Flag (Ha Jin) (selections)

Japan

Rashomon and Other Stories (Ryunosuke Akutagawa)

Vietnam

The General Retires and Other Stories (Nguyen Huy Thiep)

INFORMATIONAL TEXTS

Autobiographies

Six Records of a Floating Life (Shen Fu) (China)

Nonfiction

Historical Dictionary of Modern Japanese Literature and Theater (J. Scott Miller)

“Li Bai, A Hero among Poets, in the Visual, Dramatic, and Literary Arts of China” (Kathlyn Maureen Liscomb)

The Analects (Confucius) (selections)

The Columbia Companion to Modern East Asian Literature (Joshua Mostow, ed.)

The I Ching (transmitted by Fei Zhi)

The Scandal of Empire: India and the Creation of Imperial Britain (Nicholas B. Dirks)

The Tao of Pooh and *The Te of Piglet* (Benjamin Hoff) (selections)

The Tao Te Ching (Lao Tzu) (selections)

Trading Places: The East India Company and Asia, 1600-1834 (Anthony Farrington)

ART, MUSIC AND MEDIA

Art

China

Han Clothing (pre-seventeenth century)

Ma Lin, wall scroll (1246)

Moon-shaped flask with birds (1723-1725)

Japan

Ando Hiroshige, One Hundred Views of Edo (1856)

Arita, Porcelain plate with design of dragon (1690s-1730s)

Kimono with carp, water lilies, and morning glories (1876)

South Asian and Himalayan

Box with lid (Indian, late sixteenth century)

Four Mandala Vajravalī Thangka (Tibetan, ca. 1430)

Scenes from the Life of Buddha (Pakistan or Afghanistan, ca. late second to early third century)

Film

Akira Kurosawa, dir., *Rashomon* (1950)

Zhang Yimou, dir., *Curse of the Golden Flower* (2006)

Media

Chinese Poems of the Tang and Sung Dynasties: Read by Lo Kung-Yuan in Northern Chinese, Peking Dialect (Folkways Records, 1963)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Literature, Argument Writing

Seminar: Do the works you have read so far in this unit honor or rebel against cultural tradition? Write an argument that supports an original thesis statement, using at least three pieces of textual evidence to support your position. (The teacher may choose to focus on one or two texts.) Your teacher may give you

the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)

Art, Speaking and Listening

Examine a painting or object from each culture. What iconography do you see in each? Do you see cross-cultural connections in the artwork (i.e., which culture seems to have borrowed ideas from others)? How do you know? What imagery might you interpret as specific to one culture (e.g., designs, patterns, lines, or shapes)? Why does this imagery stand out to you? (SL.9-10.1, SL.9-10.2)

Media, Reading Poetry, Multimedia Presentation

Choose a recording of a poem from Chinese Poems of the Tang and Sung Dynasties, or find a different recording. Play the recording and explain the literary structure of the poem. Present two translations of the poem and compare the choices the translators have made. (This assignment is especially appropriate for bilingual students.) (RL.9-10.5)

Film, Reading Literature, Informative Writing

Seminar: Analyze Akutagawa's story "In a Bamboo Grove" and Kurosawa's film *Rashomon*. How do the story and the film portray the characters' psychological states? (Note: Kurosawa's *Rashomon*s based on Akutagawa's "In a Bamboo Grove," not on his "Rashomon," though a few details from the latter story appear in the film.) Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.7, SL.9-10.1, W.9-10.2)

Reading Literature, Argument Writing

Seminar: What does Amal teach the other characters in Rabindranath Tagore's *The Post Office*? Do these teachings reflect the values of Confucianism or Taoism? Write an argument using at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Poetry, Reading Informational Text, Argument Writing

Seminar: Does the poem "Spirit, Substance, Shadow" connect to the teachings of Lao Tzu or Confucius? What does the poem reveal about these two philosophies? Write an argument using at least three pieces of textual evidence from multiple sources to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.9-10.1, W.9-10.2, W.9-10.9)

Research, Reading Literature, Reading Informational Text, Informative Writing

Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author's work reflects or questions one of his or her country's cultural traditions (e.g., arranged marriages or the caste system). Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the cultural tradition in question. The paper should include the following sections:

Biographical information about the author

The author's position and contribution in his/her country of origin

Summary of the cultural tradition in question (i.e., origin, brief history, and significant details)

Key ideas (including passages) from the author's work that support the thesis about reflecting or questioning the cultural tradition

Reflective conclusion about the author and his/her contribution to twentieth-century literature

The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (W.9-10.1, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10)

Reading Literature, Informative Writing

Seminar: Compare and contrast *Midnight's Children* and *Nectar in a Sieve*. How do they differ in meaning? How are they similar in meaning? Write an informative/explanatory essay using at least two pieces of textual evidence from each text to support an original thesis statement. Your teacher may give

you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, RL.9-10.9, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: How does fiction writer Ryunosuke Akutagawa or playwright Tsao Yu integrate Western literary influences into his work? Use textual evidence from the literary and informational texts to support an original thesis. Write an informative/explanatory essay using at least three pieces of textual evidence to support your thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, RL.9-10.9, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: How do Benjamin Hoff's allegories reveal Asian teachings? Do the allegories accurately illustrate these teachings? Write an informative/explanatory essay that uses textual evidence to support an original thesis statement. Use evidence from more than one text. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: How is the novel *Midnight's Children* or *Nectar in a Sieve* an allegorical text? What does the allegory reveal about the author's point of view? Use evidence from reference texts *Trading Places: The East India Company and Asia, 1600–1834* and *The Scandal of Empire: India and the Creation of Imperial Britain* to enhance your argument. Write an informative/explanatory essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Informative Writing

This writing assignment follows the study of several Asian authors. Included is a recommended selection, but teachers may choose to alter the list. Suggested Texts: *Midnight's Children*, by Salman Rushdie (India); *Rashomon and Other Stories*, by Ryunosuke Akutagawa (Japan); "A Song of Ch'ang-Ka", by Li Po (China); and *The General Retires and Other Stories* by Nguyen Huy Thiep (Vietnam). Write an informative/explanatory essay in which you compare the works of two of these authors. Follow these steps as you prepare to write the essay:

Identify a theme that you wish to examine.

Select two authors or poets whose works explore this theme.

Write an introductory paragraph that introduces the authors or poets, names the specific texts that will be discussed, identifies the common theme, and provides a clear thesis.

You may choose to post your paragraph on the classroom blog and discuss it with your classmates prior to writing. Then, following discussions about and revisions to your opening paragraph, compose your essay, citing at least three pieces of evidence from the text to support your thesis. (RL.9-10.2, RL.9-10.9, W.9-10.2)

Reading Poetry, Language Usage, Informative Writing

Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical context necessary. Use at least three pieces of textual evidence to support your analysis in an informative/explanatory essay. Your teacher may give you the opportunity to share your first draft on a shared online document and receive feedback from classmates before publication. (SL.9-10.1, W.9-10.2, W.9-10.9)

Language Usage

Read another student's essay from an assignment in this unit (when in draft form). Highlight instances of parallel structure and places where parallel structure could strengthen the quality of the writing. Discuss with your partner how and why parallel structure can enhance your writing. (L.9-10.1a)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for

feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared spreadsheet. (RL.9-10.1, SL.9-10.1)

Reading Poetry, Argument Writing

Seminar: Read James Merrill's poem "Lost in Translation" and discuss it in the context of (one of) the works of Asian literature that you have read in this unit. What skills does a good translator need? In translation, is meaning lost irrevocably to the reader? Write an essay that uses at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (This assignment is especially appropriate for bilingual students.) (RL.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)

10th Grade ELA

World Literature

Unit THREE: In this twelve-week unit, students read ancient and modern works by African and Middle Eastern authors, as well as select Western perspectives on Africa and the Middle East.

OVERVIEW

Students consider the beauty and craftsmanship of the works, as well as the effects of the African and Middle Eastern colonial experience—and the subsequent challenges of the postcolonial era. They consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works. At the same time, students recognize that not all literary works make explicit political or cultural statements and that all works must be approached on their own terms. In order to enrich their understanding, students investigate the historical background of selected works, as well as author biographies. They have the opportunity to read additional works of interest.

Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUGGESTED OBJECTIVES

Read a variety of literary works from Africa and the Middle East, particularly from the postcolonial period.

Consider the challenges of translation, including the different connotations that various cultures attach to given words.

Through analysis of literary works, explore the changing social structures of Middle Eastern and African societies.

Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.

Trace the development of an idea or argument in a work of literary nonfiction.

Offer insightful inferences regarding the themes of the text.

Create a clear, original, specific thesis statement.

Organize concrete evidence and supporting textual details to support a thesis statement.

Use precise language, avoiding casual language and clichés.

Write appropriate transitions to organize paragraphs.

Analyze how literary devices convey theme.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Texts can be combined in a number of ways. Students, for example, could read one novel or two short novels, a play, a selection of poems by various authors, and a nonfiction essay. Teachers might choose to include ancient and medieval works, or they may focus on modern works. Where possible, teachers should play audio recordings of the poetry read in the original language, so that the students may become familiar with its sounds.

Drama

Nigeria

Death and the King's Horseman: A Play (Wole Soyinka) (E)

King Baabu (Wole Soyinka) (EA)

South Africa

"Master Harold" ... and the Boys (Athol Fugard) (E)

Woza Albert! (Percy Mtwa, Mbongeni Ngema, and Barney Simon)

Novels

Egypt

The Thief and the Dogs (Naguib Mahfouz)

Kenya

The River Between (Ngũgĩ wa Thiong'o)

Lebanon

Beirut Blues (Hanan al-Shaykh)

Nigeria

The Joys of Motherhood (Buchi Emecheta)

Things Fall Apart (Chinua Achebe) (E)

Senegal

So Long a Letter (Mariama Ba)

South Africa

Cry, the Beloved Country (Alan Paton)

Waiting for the Barbarians or *Life and Times of Michael K* (J. M. Coetzee)

Turkey

My Name is Red (Orhan Pamuk)

United Kingdom

Martha Quest (Doris Lessing)

Poetry

Poems of Black Africa (Wole Soyinka, ed.) (selections)

The Epic of Gilgamesh (ancient poem from Mesopotamia)

Iran

The Conference of the Birds: A Sufi Allegory (Farīd al Dīn Attār or Attar of Nishapur)

The Illuminated Rumi (Jalal Al-Din Rumi, Michael Green, and Coleman Barks, trans.) (selections)

Israel

Open Closed Open: Poems (Yehuda Amichai) (selections)

Palestine

The Butterfly's Burden (Mahmoud Darwish)

Short Stories

One Thousand and One Nights or *Arabian Nights*

Botswana

The Collector of Treasures and Other Botswana Village Tales (Bessie Head)

Egypt

"The Answer is No" (Naguib Mahfouz)

Israel

The World Is a Room and Other Stories (Yehuda Amichai)

Mozambique

We Killed Mangy-Dog and Other Mozambique Stories (Luis Bernardo Honwana)

South Africa

Tales from a Troubled Land (Alan Paton)

INFORMATIONAL TEXTS**Autobiographies**

Long Walk to Freedom: The Autobiography of Nelson Mandela (Nelson Mandela)

Out of Africa (Isak Dinesen)

Nonfiction

Ethics of the Aristocrats and Other Satirical Works (Nezam al-Din Obeyd-e Zakani)

Living in Hope and History: Notes From Our Century (Nadine Gordimer)

Speeches

Nobel Prize in Literature Lecture (1993) (Nelson Mandela)

ART, MUSIC AND MEDIA**Art****Africa**

Burkina Faso, hawk mask (no date)

Congo, power figure (nineteenth – twentieth centuries)

Gabon, mask for the Okuyi Society (late nineteenth century)

Ivory Coast, leopard stool (twentieth century)

Mali, standing female figure (late nineteenth or early twentieth century)

Nigeria, House of the Head Shrine: Equestrian, Yoruba (nineteenth to twentieth century)

Yinka Shonibare MBE, Air (2010)

Yinka Shonibare MBE, Earth (2010)

Yinka Shonibare MBE, Fire (2010)

Yinka Shonibare MBE, Water (2010)

Middle East

Iran, antique Kurdish rug (no date)

Shirin Neshat, *Soliloquy Series (Figure in Front of Steps)* (1999)

Shirin Neshat, *Untitled*, (1996)

Syria, Qur'an manuscript (late ninth – early tenth century)

Turkey, dish (second half of sixteenth century)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Research, Reading Informational Text, Reading Literature, Informative Writing

Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author explores a changing social structure in a Middle Eastern or African society (e.g., apartheid). Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich the reader's understanding of the changing social structure in question. The paper should include the following sections:

Biographical information about the author

The author's position and contribution in his/her country of origin

Summary of the changing social structure in question (i.e., origin, brief history, and significant details)

Key ideas (including passages) from the author's work that support the thesis about the changing social structure

Reflective conclusion about the author and his/her contribution to twentieth-century literature

The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (W.9-10.1, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10)

Reading Informational Text, Informative Writing

Seminar: Writers are meant to "describe a situation so truthfully that the reader can no longer evade it."

Choose an essay by Nadine Gordimer and explain what "truth" she develops in her essay. How does she develop that truth? Use at least three pieces of specific textual evidence from her essay to support an original thesis statement in an essay. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.9-10.5, W.9-10.2, W.9-10.4)

Reading Literature, Argument Writing

Seminar: Do you agree or disagree with this statement? "It is possible to understand this piece of literature outside of its historical context." (Teachers choose the work.) In an organized argument, use textual evidence from the work as well as from historical or reference works to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (W.9-10.1, W.9-10.5, W.9-10.6, W.9-10.7, L.9-10.6)

Reading Literature, Reading Informational Text, Argument Writing

This writing assignment follows the reading of *Cry, the Beloved Country*, by Alan Paton and *Long Walk to Freedom: The Autobiography of Nelson Mandela*, by Nelson Mandela. Both of these texts depict the experiences of blacks in South Africa during apartheid. Using these texts as examples, compose an argument in which you take the position that fiction is more powerful than nonfiction, or vice versa. Cite

at least three pieces of evidence from each text. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.2, RL.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, W.9-10.1, SL.9-10.3)

Reading Literature, Informative Writing

Seminar: What is *chi* in its cultural context? Compare the use of *chi* (personal spirit) in *Things Fall Apart* and *The Joys of Motherhood*. After discussion, use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an informative/explanatory essay. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.4, W.9-10.1, L.9-10.5)

Art, Speaking and Listening

View the works of art created in the Middle East. Specifically examine the page from the Qur'an and contemporary Iranian American artist Shirin Neshat's untitled work. How does script play a role in each of these images? What effect does the script have, even though you might not be able to understand the textual references? How does the role of the script change in Neshat's photograph? Examine Neshat's photographs side by side. What do you see? How does she depict the female character? What about Middle Eastern traditions? How do these aspects of her work interact? (SL.9-10.1, SL.9-10.2)

Art, Speaking and Listening

Study the selected traditional African artworks. Compare the two standing figures from Mali and Congo. What do you see? What features are present in both figures? After examining these figures, what characteristics might you think are distinct to the region in which they were created? Now, examine the four works created by contemporary artist Yinka Shonibare. Shonibare was born in Nigeria, heavily affected by colonialism, and moved to study art in the West. Can you see Western influences in his work? Is Shonibare trying to reconcile any conflicts in these figures? Do you see the effects of colonialism (or postcolonialism) in his artwork? If so, what are the evident effects? (SL.9-10.1, SL.9-10.2)

Reading Literature, Argument Writing

Seminar: Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an argument using at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (W.9-10.1, SL.9-10.3, SL.9-10.4)

Reading Poetry, Performance

Choose a poem that you have read in this unit and recite it from memory. Include an introduction that discusses:

Who wrote the poem and when it was written (i.e., historical context)

How the form of the poem and its meaning are related

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

Argument Writing

Seminar: Do you agree or disagree with this statement? "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." Use textual evidence to support your position. After the seminar, write an organized argument using at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (W.9-10.1, SL.9-10.3, SL.9-10.4)

Reading Literature, Performance

Working with a partner, choose a work in this unit with a character who faces a difficult choice. Write and perform two monologues, each one defending a particular option. Record your recitation using a video camera so you can evaluate your performance. (W.9-10.3, SL.9-10.6)

Reading Literature, Narrative Writing, Performance

Write a narrative monologue from the point of view of one of the secondary characters in *Things Fall Apart* or *The Lion and the Jewel*. Perform the monologue for the class. Your teacher may give you the

option of adding a multimedia component, either creating a digital presentation of illustrations or a movie where your narrative becomes the audio portion. Alternatively, record your presentation using a video camera so you can prepare a podcast for posting on the class web page. (W.9-10.3, SL.9-10.6)

Language Mechanics

Read a classmate's draft essay for one of the activities listed above. Note the places where semicolons are—or could be—used to connect two closely related independent clauses. Discuss why doing so might improve the quality of the writing. (L.9-10.1b)

Reading Literature, Informative Writing

Seminar: What is satire? What is being satirized in *Ethics of the Aristocrats* or *King Baabu*? What is the author's political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.4, W.9-10.2)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1)

10th Grade ELA

World Literature: Russia

Unit FOUR: The purpose of this is twofold: to introduce students to some of the shorter masterpieces of nineteenth-century Russian literature and to explore the impact of twentieth-century historical events on Russian writers and their works.

OVERVIEW

- In the first part of this unit, students read short works by Pushkin, Gogol, Tolstoy, or Chekhov as an introduction to shared themes and literary devices. The class should read no more than three short works in four weeks, in order to devote adequate attention to each. At the end of the unit, teachers choose a novel to read as a seminal text, or opt for the short absurdist vignettes of Daniil Kharms. The literary reading in this part of the unit should be paired with historical readings. By the end of the unit, students begin to understand Russian literature from both a literary and a historical standpoint and will have a foundation for further reading and study.

Note: The tenth-grade World Literature Maps consist of four twelve-week units, each focusing on literature from a different part of the world. Select three out of the four units. As the middle unit will likely cross from one semester into another, it should be divided accordingly. Alternatively, teachers may choose to teach all four units by shortening each and selecting fewer works.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
 - RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
 - RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
 - RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
 - W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SUGGESTED OBJECTIVES

Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context.

Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator).

Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature.

Analyze the role of utopian ideology in select works of Russian literature.

Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature.

Offer insightful inferences regarding the themes of the text.

Create a clear, original, specific thesis statement.

Organize concrete evidence and/or supporting textual details to support a thesis statement.

Use precise language, avoiding casual language and clichés.

Write appropriate transitions to organize paragraphs.

Apply new terminology to the texts.

Analyze how historical events influence literature.

Analyze how literary devices help convey theme.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Texts can be selected and combined in a number of ways. Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly four to five weeks should be devoted to nineteenth-century works, and two to four weeks to a pivotal text; roughly four to five weeks should be devoted to a twentieth-century work and historical readings.

Drama

The Inspector-General: A Comedy in Five Acts (Nikolai Gogol) (EA)

The Seagull (Anton Chekhov) (EA)

Novellas

Notes from the Underground (Fyodor Dostoevsky) (EA)

One Day in the Life of Ivan Denisovich (Aleksandr Solzhenitsyn)

The Death of Ivan Ilyich (Leo Tolstoy)

Novels

A Dead Man's Memoir (Mikhail Bulgakov)

Poetry

"The Twelve" (Aleksandr Blok)

"To Urania" (Joseph Brodsky)

Short Stories

Diary of a Madman and Other Stories (Nikolai Gogol) (EA)

"Home" (Anton Chekhov) (E)

"Rothschild's Fiddle" (Anton Chekhov) (EA)

"Sleepy" (Anton Chekhov) (EA)

Tales of the Late Ivan Petrovich Belkin (Alexander Pushkin) (selections)

"The Duel" (Anton Chekhov) (EA)

"The Head-Gardener's Story" (Anton Chekhov) (EA)

"The Nose" (Nikolai Gogol) (E)

"The Overcoat" (Nikolai Gogol) (EA)

"The Steppe" (Anton Chekhov) (EA)

"The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich" (Nikolai Gogol) (EA)

Today I Wrote Nothing: The Selected Works of Daniil Kharms (Daniil Kharms) (selections)

“Ward No. 6” (Anton Chekhov) (EA)

INFORMATIONAL TEXTS

Nonfiction

“A Slap in the Face of Public Taste” (Velimir Khlebnikov, Aleksey Kruchenykh and Vladimir Mayakovsky)

“Dostoyevsky’s Metaphor of the ‘Underground’” (Monroe C. Beardsley)

Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s (Sheila Fitzpatrick) (Chapters One, Five and Eight)

Literary St. Petersburg: A Guide to the City and Its Writers (Elaine Blair) (selections)

My Pushkin (Marina Tsvetaeva)

Night Wraps the Sky: Writings By and About Mayakovsky (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections)

Nikolai Gogol (Vladimir Nabokov) (Chapter One)

Poets With History and Poets Without History (Marina Tsvetaeva)

Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present (John M. Thompson) (Chapters Nine through Twelve)

The Gulag Archipelago: An Experiment in Literary Investigation (Aleksandr Solzhenitsyn) (excerpts)

The Proud Tower: A Portrait of the World Before the War, 1890-1914 (Barbara Tuchman) (Chapter Two)

ART, MUSIC AND MEDIA

Art

Russia

Marc Chagall, *I and the Village* (1911)

St. Basil's Cathedral (Moscow, Russia, 1555-1561)

Wassily Kandinsky, *Moscow I* (1916)

Music

Dmitri Shostakovich, *The Nose* (1928)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Vocabulary, Language Usage

While reading the texts in this unit, keep a record in your journal or on a shared spreadsheet of words with multiple connotations. List some possible synonyms for the word as you think the author intended it to be understood. (L.9-10.4, L.9-10.5)

Art, Speaking and Listening

Look at two artists who were born in Russia and migrated to Western Europe: Kandinsky and Chagall. What do you see in their artworks? How does the fantastic interact with the figurative? Does this remind you of any of the literary works you are reading in this unit? Are these works abstract in a typical way, or in different ways? (SL.10.1, SL.10.2)

Art, Speaking and Listening

Examine the architecture of St. Basil’s Cathedral. What do you see? How does the color, style, and opulence affect your perception of religion in Russia? How might you categorize this type of

architecture? Is this distinctly Russian architecture, or do you see a hybridization of eastern and western European elements? (SL.10.1, SL.10.2)

Reading Literature, Informative Writing

Seminar: How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.4, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Informative Writing

Seminar: Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an informative/explanatory essay using at least three textual details to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.9-10.1, W.9-10.2, W.9-10.9, SL.9-10.3, L.9-10.3)

Research, Reading Literature, Reading Informational Text, Informative Writing

Choose an important event in Russian history (e.g., the Bolshevik Revolution) and write an informative/explanatory essay in which you discuss its impact on a selection from Russian literature. Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the historical event in question. The paper should include the following sections:

Summary of the historical event in question (i.e., causes, brief history, significant details, and effects)

Key ideas (including passages) from the author's work that support the thesis about the impact of the historical event

Reflective conclusion about the event and its short- and long-term effects on Russian literature

The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (W.9-10.1, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10)

Reading Literature, Oral Presentation

Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (RL.9-10.5)

Reading Literature, Performance

Recite a favorite passage from one of the stories in this unit. Include an introduction that states:

From where it is excerpted

Who wrote it

Its literary significance

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

Reading Literature, Informative Writing, Speaking and Listening

Seminar: Discuss "A Slap in the Face of Public Taste" before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to the literary and informational texts to support your response. Write an informative/explanatory essay using at least three textual details to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.9-10.6, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Literature, Informative Writing

Seminar: How does the narrator in "The Overcoat" resemble and diverge from the protagonist? What is the importance of Akakii's name—how he was named, what his name means to the story, and how it plays out? What changes in Akakii's life when the tailor first informs him that he needs a "new" overcoat? The word "new" has a profound effect on him—why? Write an informative/explanatory essay that uses at least three pieces of textual evidence to support an original thesis statement answering one of these questions. Your teacher may give you the opportunity to share your initial thoughts on the

classroom blog in order to get feedback from your classmates. (RL.9-10.1, SL.9-10.1, W.9-10.2, W.9-10.9)

Speaking and Listening

Reflect on Seminar Questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1)

Reading Literature, Reading Informational Text, Informative Writing

This writing assignment follows the reading of *Notes from the Underground*, by Fyodor Dostoyevsky (*optional*: and the reading of "Dostoyevsky's Metaphor of the 'Underground,'" by Monroe C. Beardsley). Compose an informative/explanatory essay in which you address the following questions: Dostoyevsky laments the fate of the "nineteenth century intellectual ... who has been affected by education and European civilization." Beardsley argues that this man, Dostoyevsky's Underground Man, has a "need for absolute freedom." How does the protagonist of *Notes* rebel? How does his condemnation of the 108,000 logarithms fit into his rebellion? How does he grapple with his need for freedom? Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.1.1, RI.1.6, W.9-10.2)

Reading Literature, Informative Writing

Seminar: Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoy's "The Death of Ivan Ilyich" or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Write an informative/explanatory essay using three to six pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.1, RL.9-10.2, SL.9-10.1, W.9-10.2, W.9-10.9)

Reading Poetry, Reading Literature, Informative Writing

Seminar: How does the Bolshevik Revolution help us understand Blok's poem "The Twelve" (or another work of early twentieth-century Russian literature)? Use evidence from informational texts, as well as the poem itself. Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.9-10.6, RI.9.10.3, SL.9-10.1, W.9-10.2, W.9-10.9)

Research, Reading Literature, Reading Informational Text, Informative Writing, Oral Presentation

Conduct and present research on the life of one of the authors whose work you have read for this course. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (SL.9-10.4) (RI.9-10.10)

11th Grade ELA

U.S. Literature

Unit ONE: The New World. This first of six units, allows students to experience the earliest American literature and note the contemporary endurance of some of its themes.

OVERVIEW

- The first eleventh-grade unit focuses primarily on nonfiction prose—including sermons and diaries—and some poetry from seventeenth- and early eighteenth-century America. Students examine the works of some of the earliest settlers in various parts of the “New World.” They consider the significance of the intersection of Native American, European, and African cultures. They explore whether conflicts were inevitable and how language and religion served as both barriers and as bridges. Students look for emerging themes in American literature, such as the “new Eden” and the “American Dream.” Finally, works of art from the period are examined for their treatment of similar themes.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
RL.11–12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11–12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RI.11–12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
L.11–12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SUGGESTED OBJECTIVES

Identify emerging themes in early American literature, such as a “new Eden,” “salvation,” and “cooperation and conflict.”

Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial period.

Identify and explain elements of Puritan literature.

Explain “preaching” as a type of formal speech and explain its role in the “First Great Awakening.”

Explain the role of religion in early American life.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Drama

The Crucible (Arthur Miller) (EA)

Poetry

An Almanack for the Year of Our Lord 1648 (Samuel Danforth) (selections)

"An Hymn to the Evening" (Phillis Wheatley) (EA)

"On Being Brought from Africa to America" (Phillis Wheatley) (E)

"The Day of Doom" (Michael Wigglesworth)

"The Sot-Weed Factor" (Ebenezer Cook)

"To His Excellency General Washington" (Phillis Wheatley) (EA)

"To My Dear and Loving Husband" (Anne Bradstreet)

"Upon a Spider Catching a Fly" (Edward Taylor)

"Upon the Burning of Our House" (Anne Bradstreet)

INFORMATIONAL TEXTS

Autobiographies

A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson)

The Secret Diary of William Byrd of Westover, 1709-1712 (William Byrd) (excerpts)

Nonfiction

A Key into the Language of America (Roger Williams) (excerpts)

Of Plymouth Plantation (William Bradford) (excerpts)

The Bloody Tenent of Persecution, for Cause of Conscience (Roger Williams) (excerpts)

"The Negro Artist and the Racial Mountain" (Langston Hughes) (EA)

The Selling of Joseph: A Memorial (Samuel Sewall)

"The Trials of Phillis Wheatley" (Henry Louis Gates, Jr.) (excerpts)

Speeches

"Sinners in the Hands of an Angry God" (July 8, 1741) (Jonathan Edwards)

ART, MUSIC AND MEDIA

Art

Charles Willson Peale, *Mrs. James Smith & Grandson* (1776)

John Singleton Copley, *Mrs. George Watson* (1765)

John Valentine Haidt, *Young Moravian Girl* (ca. 1755-1760)

Joseph Wright (Wright of Derby), *Portrait of a Woman* (1770)

SAMPLE ACTIVITIES AND ASSESSMENTS ★

○ *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Literature, Performance

Select a one- to two-minute passage from one of the texts and recite it from memory. Include an introduction that states:

What the excerpt is from

Who wrote it

Why it exemplifies Puritan literature

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.11-12.9, SL.11-12.6)

Reading Informational Text, Argument Writing

In his essay "The Trials of Phillis Wheatley" Henry Louis Gates, Jr. discusses Wheatley's critics. He notes that her "trials" began when her white contemporaries doubted her ability to write. Today, Gates says, her "trials" continue. In the conclusion to his essay, Gates suggests that Wheatley's critics miss a crucial point: "The challenge isn't to read white, or read black; it is to read. If Phillis Wheatley stood for anything, it was the creed that culture was, could be, the equal possession of all humanity." Write an argument in which you agree or disagree with Gates; use evidence from Wheatley's work to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RI.11-12.1, W.11-12.1)

Language Usage

Examine one of the texts studied in this unit for usage (e.g., words or conventions) that differs from contemporary usage. Discuss with classmates online or in class whether and/or how the meanings of words and/or sentence structure has changed since that time. "Translate" instances of antiquated syntax into contemporary sentences; determine whether and/or how the meaning of the sentence is affected by the translation. (L.11-12.1a)

Argument Writing

Seminar: Could some contemporary American approaches to religion be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.4, RI.11-12.9, W.11-12.2)

Art, Speaking and Listening

Examine the artworks listed. What does each image show about "young America"? Examine the Copley painting in comparison to the Haidt. What can you learn about each of these women and their lives in America? How are the women different? Carefully examine the iconography present in each image. Compare the Peale, Copley, and Wright paintings. What can we learn about the new nation from the way these painters worked? Do you detect a European influence? What stylistic aspects or materials might American artists be borrowing from England, judging by the similarities between the Wright (English) and Copley or Peale (American) portraits? (SL.11-12.2, SL.11-12.3)

Reading Poetry, Reading Informational Text, Informative Writing

Seminar: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America" and *Of Plymouth Plantation*). How are the themes revealed in the different genres? What different techniques or literary devices do the authors use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.2, W.11-12.2, W.11-12.9, L.11-12.5)

Reading Informational Text, Argument Writing

After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards's sermon. Note evidence from the text to support your thesis. (RL.11-12.1, RL.11-12.2, W.11-12.1)

Reading Literature, Argument Writing

Seminar: "Does Anne Bradstreet's work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, W.11-12.9, SL.11-12.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, RL.11-12.10, SL.11-12.1)

Film, Reading Literature, Argument Writing

Seminar: View a staged or film version of *The Crucible*. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in ninth grade, such as *Oedipus Rex*. Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.3, RL.11-12.7)

11th Grade ELA

US Literature

Unit TWO: A New Nation. This unit examines the writers and documents associated with the founding of the new American nation, as well as some of the poetry and other prose of the time.

OVERVIEW

- Building on the themes explored in Unit One, students trace the movement toward revolution and the colonists' desire to establish a new government, noting the differences in opinions between federalists and anti-federalists and how their arguments were made. Students compare the radical purpose and tone of the Declaration of Independence to the measured and logical tone of the Preamble to the Constitution and the Bill of Rights. They analyze the expressions of conflict and/or cooperation between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. They begin to recognize the emerging theme in American literature of "American exceptionalism." Works of visual art from the period will be examined for their treatment of similar themes.

Note: This unit in particular could be taught in collaboration with an American history teacher, given its emphasis on America's founding documents.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
 - RI.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
 - RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
 - RI.11-12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
 - W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
 - L.11-12.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SUGGESTED OBJECTIVES

Identify defining themes in American literature, such as "American exceptionalism."

Identify and explain the historic and literary significance of America's founding documents.

Analyze how tone is established in persuasive writing.
Analyze the use of literary elements in persuasive writing.
Compare and contrast points of view in arguments presented on related issues.
Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices).
Apply knowledge of effective arguments when writing one of your own.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Poetry

“The Indian Burying Ground” (Philip Freneau)
“The Star-Spangled Banner” (Francis Scott Key)
“The Wild Honeysuckle” (Philip Freneau)

INFORMATIONAL TEXTS

Autobiographies

Equiano’s Travels: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (Olaudah Equiano)
The Autobiography of Benjamin Franklin (Benjamin Franklin)

Nonfiction

1776 (David McCullough) (E)
Benjamin Banneker’s Letter to Thomas Jefferson (August 19, 1791)
Common Sense or *The Crisis* (Thomas Paine) (E)
Declaration of Independence (Thomas Jefferson) (E)
Democracy in America (Alexis de Tocqueville) (E) (excerpts)
Federalist No. 1 (Alexander Hamilton) (E)
Federalist No. 10 (James Madison)
Letter to John Adams (August 1, 1816) (Thomas Jefferson) (EA)
Letters from an American Farmer (J. Hector St. John de Crèvecoeur) (selections)
Preamble to the Constitution and the Bill of Rights (E)
The Complete Anti-Federalist (Herbert J. Storing) (selections)
“The Way to Wealth,” *Poor Richard’s Almanack* (Benjamin Franklin) (selections)
Thomas Jefferson’s Letter to Benjamin Banneker (August 30, 1791)
Virginia Statute for Religious Freedom (Thomas Jefferson) (EA)

Speeches

“Farewell Address” (George Washington) (E)
“What to the Slave Is the Fourth Of July? An Address Delivered in Rochester, New York, on 5 July 1852” (Frederick Douglass) (E)
Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E)

ART, MUSIC AND MEDIA

Art

Auguste Couder, *Siège de Yorktown* (ca. 1836)
Emanuel Leutze, *Washington Crossing The Delaware* (1851)
Gilbert Stuart, *James Monroe* (ca. 1820-1822)
Gustavus Hesselius, *Lapowinsa* (1735)
John Copley, *Paul Revere* (ca. 1768)
John Trumbull, *Declaration of Independence* (1819)
Thomas Pritchard Rossiter, *Washington and Lafayette at Mount Vernon* (1859)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Language Usage

Examine one of the founding documents for variety in sentence structure. (Teacher will select passages and highlight three sentences.) With guidance from your teacher, diagram the three highlighted sentences. Then rewrite each sentence in "contemporary" prose. (L.11-12.3)

Argument Writing

Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication. (W.11-12.1, W.11-12.9b)

Art, Speaking and Listening

Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period as well as future viewers? (SL.11.2, SL.11.3)

Reading Informational Text, Argument Writing

Do the Declaration of Independence and the Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.9, W.11-12.9b, SL.11-12.1)

Oral Presentation, Multimedia Presentation

Students will prepare and give a formal summary (oral or mixed-media presentation) of the research paper, fielding questions from peers. (SL.11-12.3, SL.11-12.4)

Reading Informational Text, Informational Writing

Write an essay in which you explain Madison's use of the term *faction* in *Federalist* No. 10. Use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication. (RI.11-12.4, W.11-12.2, W.11-12.9b)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Research, Reading Informational Text, Informative Writing

(*This essay could be assigned in collaboration with an American history teacher.*) Select one of the Founding Fathers and conduct independent research, defining and refining the research question independently. The final informative/explanatory essay should include the following sections:

Biographical information

Analysis of a document that the founder wrote, including its historical significance

The Founder's unique contribution to the new nation

The long-term importance of the Founder

The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11-12.1, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.5)

Research, Reading Literature, Reading Informational Text, Informative Writing

Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11-12.1, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.5, RI.11-12.7)

11th Grade ELA

Unit THREE: American Romanticism. This unit, focuses on the emerging movement of American romanticism in the early nineteenth century and the period leading up to the Civil War.

OVERVIEW

- Students explore America's first prolific period of literature by examining works from Cooper and Irving to Hawthorne, Melville, Poe, Whitman, Emerson, and Thoreau. The prominent theme of manifest destiny during this period in American literature may be introduced by reading John O'Sullivan's essay "Annexation." Students will wrestle with how the romantics perceived individualism and how this focus on individualism relates to other themes in American literature. Students will explore transcendentalism as an aspect of American romanticism and compare the romantics with the transcendentalists. Teachers are encouraged to select one novel and a variety of the other poetry and prose in order to give students maximum exposure to the various works of the period.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SUGGESTED OBJECTIVES

Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature; celebration of the "self"; and isolationism).
Define transcendentalism as an aspect of American romanticism and explain how the two differ.
Trace characterization techniques in American romantic novels.
Analyze the structure and effectiveness of arguments in transcendentalist essays studied.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Novels

Moby-Dick (Herman Melville) (EA)

The Pioneers (James Fenimore Cooper)

The Scarlet Letter (Nathaniel Hawthorne) (E) ★★★★★1

Uncle Tom's Cabin (Harriet Beecher Stowe)

Poetry

"A Bird came down the Walk" (Emily Dickinson) (EA)

"Annabel Lee" (Edgar Allan Poe) (EA)

"Because I could not stop for Death" (Emily Dickinson) (E)

"I Hear America Singing" (Walt Whitman) (EA)

"Song of Myself" (Walt Whitman) (E)

"The Old Oaken Bucket" (Samuel Woodworth)

"The Raven" (Edgar Allan Poe) (E) (This is a CCSS exemplar text for grades 9-10.)

"This is my letter to the World" (Emily Dickinson) (EA)

"When Lilacs Last in the Dooryard Bloom'd" (Walt Whitman) (EA)

Short Stories

"Billy Budd" (Herman Melville) (E)

"Rappaccini's Daughter" (Nathaniel Hawthorne) (EA)

"Rip Van Winkle" (Washington Irving)

"The Fall of the House of Usher" (Edgar Allan Poe) (EA)

"The Legend of Sleepy Hollow" (Washington Irving)

"The Minister's Black Veil" (Nathaniel Hawthorne) (EA)

"The Piazza" (Herman Melville) (EA)

"Young Goodman Brown" (Nathaniel Hawthorne) (EA)

INFORMATIONAL TEXTS

Essays

"Annexation" (John O'Sullivan) (*United States Magazine and Democratic Review* 17, No. 1, 1845)

"Brief life of Harvard's 'Midwife': 1595-1643" (Peter J. Gomes)

"Civil Disobedience" (Henry David Thoreau) (EA)

"Self-Reliance" (Ralph Waldo Emerson) (EA)

"Society and Solitude" (Ralph Waldo Emerson) (E)

Nonfiction

Walden; or, Life in the Woods (Henry David Thoreau) (E)

Speeches

"Address to William Henry Harrison" (1810) (Shawnee Chief Tecumseh)

ART, MUSIC AND MEDIA

Art

Albert Bierstadt, *Looking Down Yosemite Valley* (1865)

Asher Durand, *Kindred Spirits* (1849)

Frederic Church, *Niagara* (1857)

George Inness, *The Lackawanna Valley* (1855)

Thomas Cole, *Romantic Landscape with Ruined Tower* (1832-1836)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Art, Speaking and Listening

After reading literary examples of American romanticism, examine the paintings featured. Why do you believe these are romantic paintings? What visual aspects do the artists employ to interact with the viewer? How do they use the formal principles of art and design? View Thomas Cole's work "Romantic Landscape with Ruined Tower." What has Cole done to create a "romantic landscape"? Continue viewing the other works of art as comparisons. After viewing all of these paintings, what do you think are the characteristics of a romantic work of art? Brainstorm a list of the visual aspects of romantic painting. (SL.11.2, SL.11.3)

Reading Literature, Argument Writing

Seminar: Select one of the short stories and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.9, W.11-12.2, SL.11-12.1)

Reading Literature, Speaking and Listening

Students will be given a passage they have not seen before from one of the other works by Hawthorne or Melville (teacher's choice) and asked to provide a ten-minute commentary on two of the following questions:

What is the primary significance of this passage?

Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content.

Which poetic techniques in this poem or extract are typical of the writer?

What are the effects of the dominant images used in this work?

What do you think the important themes in this work are?

Record your commentary using a video camera so you can evaluate how well you answered the questions. (RL.11-12.1, SL.11-12.4, SL.11-12.6)

Narrative Writing

Write your own narrative essay in the style of *Walden*. Your teacher may give you the opportunity to post your first draft on a shared spreadsheet and receive feedback from classmates before publication. (W.11-12.3, W.11-12.9)

Language Usage, Vocabulary

Keep track of new words (or different uses of words that you know) in the works read in this unit. Use the dictionary to confirm the words' definitions and parts of speech. Note their etymology and whether or how the author used the word differently than it is used today. In your journal—or on a shared spreadsheet completed with others—write new sentences of your own using each new word encountered. (L.11-12.4, W.11-12.4, W.11-12.6)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Argument Writing

Seminar: Agree or disagree with this Emerson quotation: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support your opinion. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.2, SL.11-12.6, W.11-12.9)

Reading Literature, Reading Informational Text, Argument Writing

(This writing assignment would follow the reading of biographical information about Anne Hutchinson—such as the Gomes essay—and *The Scarlet Letter* by Nathaniel Hawthorne.) In Chapter One of *The Scarlet Letter*, the author describes a rosebush that "had sprung up under the footsteps of the sainted Anne Hutchinson." In the closing chapter of the novel, the narrator observes that Hester "assured them ... of her firm belief that, at some higher period, when the world should have grown ripe for it, in heaven's own time, a new truth would be revealed, in order to establish the whole relation between man and woman on a surer ground of mutual happiness." Write an argument in response to the following question: Why does

Hawthorne choose an intellectual rebel, Anne Hutchinson, to frame the story of Hester Prynne? Cite evidence from the texts to support your thesis; include citations from Hutchinson's own work, if possible. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.2, RL.11-12.5, RI.11-12.1, RI.11-12.2, W.11-12.2, W.11-12.8)

11th Grade ELA

Unit FOUR: A Troubled Young Nation. This unit examines the literature of the late nineteenth century in America. Students explore the themes related to the evolving young nation, such as the challenges of westward expansion, slavery, the changing role of women, regionalism, the displacement of Native Americans, the growth of cities, and immigration.

OVERVIEW

- The range and depth of potential topics covered in this substantial unit can be tailored to suit various classroom populations or teacher preference. Building on the previous unit, in which individualism figures as a prominent theme in American romanticism and transcendentalism, this unit explores the expanding idea of the American individual and the related idea of the pursuit of liberty in various forms. Teachers are encouraged to have students read *The Adventures of Huckleberry Finn*, a classic American novel that deals with issues of racism and slavery and raises important questions about what America promises—and to whom. Beyond *The Adventures of Huckleberry Finn*, teachers can select from among the other novels listed or ask different students to read different novels, so that the variety of the novels' compelling themes may be shared and discussed as a class (e.g., via presentations and seminars). Teachers are encouraged to sample heavily from the informational texts, many of which are critical to understanding the era of the Civil War and the struggle to fulfill America's promise.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
L.11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SUGGESTED OBJECTIVES

Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness).

Compare the treatment of related themes in different genres (e.g., *The Adventures of Huckleberry Finn* and *Narrative of the Life of Frederick Douglass, an American Slave*).

Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Folk Tales

“Plantation Proverbs” (*Uncle Remus*)

Novels

Daisy Miller (Henry James)

Ethan Frome (Edith Wharton)

My Ántonia (Willa Cather)

Sister Carrie (Theodore Dreiser)

The Adventures of Huckleberry Finn (Mark Twain) (EA)

The Autobiography of an Ex-Coloured Man (James Weldon Johnson)

The Awakening (Kate Chopin)

The Call of the Wild (Jack London)

Short Stories

“Roman Fever” (Edith Wharton)

“The Celebrated Jumping Frog of Calaveras County” (Mark Twain) (EA)

“The Story of An Hour” (Kate Chopin)

“The Yellow Wallpaper” (Charlotte Perkins Gilman)

“What Stumped the Bluejays” (Mark Twain) (EA)

INFORMATIONAL TEXTS

Autobiographies

Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (Frederick Douglass) (EA) (excerpts)

The Narrative of Sojourner Truth (Sojourner Truth and Olive Gilbert)

Twenty Years at Hull House (Jane Addams) (selections)

Up From Slavery: An Autobiography (Booker T. Washington)

Essays

“‘I Had Barbara’: Women’s Ties and Wharton’s ‘Roman Fever’” (Rachel Bowlby)

“‘The Yellow Wallpaper’ and Women’s Discourse” (Karen Ford)

“Why I Wrote ‘The Yellow Wallpaper’” (Charlotte Perkins Gilman)

Nonfiction

Bury My Heart at Wounded Knee: An Indian History of the American West (Dee Brown) (E)

Declaration of Sentiments, Seneca Falls Convention (1848)

Letter to Albert G. Hodges (Abraham Lincoln) (EA)

Son of the Morning Star: Custer and the Little Bighorn (Evan S. Connell) (E)

“The Higher Education of Women,” from *A Voice from the South* (Anna Julia Cooper)

What They Fought For 1861-1865 (James M. McPherson)

Speeches

“A House Divided” (Abraham Lincoln) (EA)

“Ain’t I a Woman?” (Sojourner Truth) (May 29, 1851)

“I will fight no more forever” (Chief Joseph the Younger of the Nez Perce Nation) (October 5, 1877)

“The Gettysburg Address” (Abraham Lincoln) (E)

ART, MUSIC AND MEDIA

Spirituals

“All God’s Children Had Wings” (Traditional)

“Go Down, Moses” (Traditional)

“I Thank God I’m Free at Last” (Traditional)

“Lift Every Voice and Sing” (James Weldon Johnson) (E)

“Promises of Freedom” (Traditional)

“Swing Low, Sweet Chariot” (Traditional)

Art

Winslow Homer, *A Visit from the Old Mistress* (1876)

Film

Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Informational Text, Performance

Recite the Gettysburg Address from memory. Include an introduction that discusses why the excerpt exemplifies America's core conflicts and its finest values. Record your recitation using a video camera so you can evaluate your performance. (RI.11-12.9, SL.11-12.3)

Reading Literature, Argument Writing

Seminar: Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, SL.11-12.1, W.11-12.9)

Art, Speaking and Listening

Focus on the Homer painting. Without knowing any background information on the time period or setting of this work, discuss the following questions with classmates: What do you think might be going on in this scene? Who are these women? Notice each person's dress and body position. What do these details suggest about their relationships? Note that the painting is sectioned. But where is the division: between the white woman and the black family, or at the painting's center, to the left of the central figure? How does noticing this division add to our understanding of the relationships in the painting? What do you think each character might be thinking or feeling? Why do you think Homer created such a complex composition to depict what at first appears to be a simple interaction? Now learn some background information about the painting. Did you come up with "correct" assumptions? Is there a "right" answer to analyzing this work of art? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)

Reading Literature, Informative Writing

Edith Wharton, Charlotte Perkins Gilman, and Kate Chopin are often referred to as feminist authors. Their protagonists are usually women, and their conflicts are frequently with men. Read two of the following stories: "Roman Fever" by Edith Wharton, "The Yellow Wallpaper" by Charlotte Perkins Gilman, and "The Story of an Hour" by Kate Chopin. Then, write an informative/explanatory essay in which you explore how the positioning of the women protagonists in the stories exposes the authors' views of women in society. (*Extension:* For further literary analysis upon which students may draw, they can read "'The Yellow Wallpaper' and Women's Discourse" by Karen Ford and/or "'I Had Barbara': Women's Ties and Wharton's 'Roman Fever'" by Rachel Bowlby.) (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.1, RI.11-12.2, RI.11-12.3, W.11-12.2)

Argument Writing

Seminar: Write an argument in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support your position: Women in nineteenth-century America could not really be free. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, W.11-12.1)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RI.11-12.10, W.11-12.1, W.11-12.9)

Reading Literature, Multimedia Presentation

Create a mixed-media presentation that summarizes one of the novels you've read and presents questions that you think the novel raises about its uniquely American themes. Prepare the presentation for posting on the class web page for this unit. (RL.11-12.1, W.11-12.6, SL.11-12.5)

Language Usage

Examine a page from one of the stories in this unit (selected by the teacher) and highlight the prepositional phrases; identify what they modify and determine whether they are adjectival or adverbial. (L.11-12.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared online document, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Informative Writing

Seminar: How does Mark Twain address the issue of slavery in *The Adventures of Huckleberry Finn*? Use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.6, W.11-12.2, W.11-12.9)

11th Grade ELA

US Literature

Unit FIVE: Emerging Modernism. This unit addresses early twentieth-century American literature, including writers of the Lost Generation and the Harlem Renaissance.

OVERVIEW

- The unit traces the emergence of American modernism, including literature from World War I, and tracks the literature of “disillusionment” that followed the war. Students explore Robert Frost’s vision of nature as modernist rather than transcendentalist in its perspective. They identify the alienation of the modern man and the tensions that are embedded in the modernist works of F. Scott Fitzgerald and Ernest Hemingway. The works of Countee Cullen, Langston Hughes, and Zora Neale Hurston illustrate the breadth of the Harlem Renaissance literary movement. Informational and critical texts enrich the students’ analysis of the literary works.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUGGESTED OBJECTIVES

Define and explain the origins of the Harlem Renaissance.
Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.
Define and explain the *Lost Generation*, noting experimental aspects of some works.
Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
Identify modernist ideas (using the informational texts).
Analyze the relationship between modernist style and content.
Examine evidence of the alienation of “modern man.”

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Drama

The Piano Lesson (August Wilson)

Novels

A Farewell to Arms (Ernest Hemingway) (E)

As I Lay Dying (William Faulkner) (E)

Of Mice and Men (John Steinbeck) (EA)

The Great Gatsby (F. Scott Fitzgerald) (E)

The Pearl (John Steinbeck) (EA)

Their Eyes Were Watching God (Zora Neale Hurston) (E) ★★★★★1

Winesburg, Ohio (Sherwood Anderson) (selections)

Poetry

"A High-Toned Old Christian Woman" (Wallace Stevens)

"Birches" (Robert Frost) (EA)

"Conscientious Objector" (Edna St. Vincent Millay) (EA)

"Domination of Black" (Wallace Stevens)

"Grass" (Carl Sandburg) (EA)

"Harlem" (Langston Hughes) (EA)

"In the Dordogne" (John Peale Bishop)

"Mother to Son" (Langston Hughes) (EA)

"Poetry" (Marianne Moore)

"Richard Cory" (E.A. Robinson)

"Tableau" (Countee Cullen) (EA)

"The Death of the Hired Man" (Robert Frost) (EA)

"The House on the Hill" (E.A. Robinson)

"The Love Song of J. Alfred Prufrock" (T.S. Eliot) (E)

"The Negro Speaks of Rivers" (Langston Hughes) (EA)

The Pisan Cantos (Ezra Pound) (selections)

"The Road Not Taken" (Robert Frost) (E) (This is a CCSS exemplar text for grades 6-8.)

"The Silent Slain" (Archibald MacLeish)

"Yet Do I Marvel" (Countee Cullen) (E) (This is a CCSS exemplar text for grades 9-10.)

Short Stories

"A Clean, Well-Lighted Place" (Ernest Hemingway) (EA)

"A Rose for Emily" (William Faulkner) (EA)

"Hills Like White Elephants" (Ernest Hemingway) (EA)

"The Snows of Kilimanjaro" (Ernest Hemingway) (EA)

INFORMATIONAL TEXTS

Essays

"A Farewell to Arms: The Impact of Irony and the Irrational" (Fred H. Marcus)

"If Black English Isn't a Language, Then Tell Me, What Is?" (James Baldwin)

"The Great Gatsby and the Twenties" (Ronald Berman)

"Towards a Definition of American Modernism" (Daniel Joseph Singal, *American Quarterly* 39, Spring 1987, 7-26)

Nonfiction

"Lee Surrenders to Grant, April 9th, 1865" (Horace Porter) (E)

Speeches

"Hope Despair and Memory" (Elie Wiesel) (E)

"State of the Union Address" (Franklin Delano Roosevelt) (E)

Black Elk Speaks (Black Elk, as told through John G. Neihardt) (selections)

“The Solitude of Self” (February 20, 1892) (Elizabeth Cady Stanton)

“The Spirit of Liberty” speech at “I Am an American Day” (Learned Hand, 1944) (EA)

ART, MUSIC AND MEDIA

Art

Alfred Stieglitz, *From the Back Window, 291* (1915)

Arthur Dove, *Goat* (1934)

Charles Demuth, *My Egypt* (1927)

Charles Sheeler, *Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company* (1927)

Georgia O’Keeffe, *Ram’s Head, Blue Morning Glory* (1938)

Imogen Cunningham, *Calla* (1929)

Jacob Lawrence, *War Series: The Letter* (1946)

Marsden Hartley, *Mount Katahdin, Maine* (1939-1940)

Stuart Davis, *Owh! In San Pao* (1951)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments may include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Reading Literature, Informative Writing, Language Usage

Seminar: What are the effects of the shifting point of view on the reader’s understanding of events in *As I Lay Dying*? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.3, RL.11-12.5, W.11-12.2, W.11-12.9a, L.11-12.5)

Reading Poetry, Poetry Writing

Conduct a close reading of Langston Hughes’s “The Negro Speaks of Rivers,” “Mother to Son,” and “Harlem,” identifying Hughes’s use of metaphors to depict ideas. After reading the poems, compose your own poem in response to Hughes’s ideas and vision. Use a metaphor that depicts your perception of Hughes (e.g., “Hughes, a fearless lion / roaring whispers of distant memories”). (RL.11-12.10, W.11-12.3d)

Art, Speaking and Listening

Examine and discuss the paintings listed. Do you see modernism emerging in these works? Can you make any fruitful comparisons with the way modernism emerges in the works you are reading? What new stylistic developments do you see in the paintings? What do we mean when we talk about modernists creating “art for art’s sake”? For instance, compare the Hartley, Dove, and Demuth paintings. To what extent do you think these painters were interested in painting a mountain (Hartley), a goat (Dove), and silos (Demuth) versus experimenting with the possibilities of paint, space, and line? What role do you think fine art photography (see the Stieglitz image) might have played in the transition of painting away from a primary focus on depiction? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: After reading James Baldwin’s essay, “If Black English Isn’t a Language, Then Tell Me, What Is?” and Zora Neale Hurston’s *Their Eyes Were Watching God*, discuss the pivotal role that dialect plays in *Their Eyes Were Watching God*. Use at least three pieces of textual evidence to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in

order to get feedback from your classmates. (RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.9, SL.11-12.4, W.11-12.9a, L.11-12.3)

Reading Poetry, Argument Writing

How do the poems of this unit—especially Eliot, Frost, and Pound—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support your position. (RL.11-12.2, SL.11-12.4, W.11-12.1)

Reading Informational Text, Reading Literature, Informative Writing

In "Towards a Definition of American Modernism," Daniel Joseph Singal notes that novelists like F. Scott Fitzgerald and Ernest Hemingway (among other American writers) "chronicled the disintegration of modern society and culture, but [their] primary concern ... was somehow 'to make the world re-cohere'" (p. 20). Write an informative/explanatory essay in which you consider Singal's words as you examine Fitzgerald's or Hemingway's social-political critique of the modern world. You may discuss one or both authors. You must cite evidence from the novels to support your thesis. You must also cite "Towards a Definition of American Modernism" by Singal. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RI.11-12.1, RI.11-12.2, W.11-12.2)

Argument Writing, Oral Presentation

Discuss what you think Learned Hand meant when he said of Americans, "For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land." Cite examples from works read in this unit and describe how the characters exhibit this quality. Record your recitation using a video camera so you can evaluate how well you discussed Hand's quotation. (*Note:* This quotation could also be used as a prompt for argument, asking students to agree or disagree with Hand and requiring at least three pieces of evidence to support the position.) (RL.11-12.9, SL.11-2.4, L.11-12.5)

Multimedia Presentation

Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources. Prepare the presentation for posting on the class web page for this unit. (RL.11-12.9, W.11-12.6, SL.11-12.5)

Language Mechanics

Read the draft of a classmate's essay and highlight all the independent and dependent clauses; make sure they are punctuated correctly. (L.11-12.1, L.11-12.2)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Argument Writing

Seminar: After reading "The Love Song of J. Alfred Prufrock" and *The Great Gatsby*, decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.5, SL.11-12.4, W.11-12.9a)

11th Grade ELA

US Literature

Unit SIX: Challenges and Successes of the Twentieth Century. This unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and successes of America in the latter half of the twentieth century.

OVERVIEW

- The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. The unit includes a few titles from the twenty-first century as well. Students will read masters of the southern short story—writers such as Eudora Welty and Flannery O'Connor. The unit also explores works by Richard Wright and Ralph Ellison, whose texts expose tensions within the emerging African American literary tradition. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American landscape. This unit also emphasizes how a changing political landscape, exemplified in the words of leaders such as John Fitzgerald Kennedy and Ronald Reagan, shaped the world in which we live.

FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUGGESTED OBJECTIVES

Analyze the development of the short story in post-World War II America.
Trace the development of the Southern Gothic tradition in American literature.
Distinguish between the two distinct views within the African American literary tradition as represented by Richard Wright and Ralph Ellison.
Explore the nature of African American literature during the Civil Rights movement following World War II.
Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.
Explain how the Beat Generation challenged traditional forms and subjects in literature.
Identify multiple postmodernist approaches to critical analyses of literature.

Note the influence that postmodernism has had on the “common reader.”

SUGGESTED WORKS

- (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Drama

A Streetcar Named Desire (Tennessee Williams) (EA)

Death of a Salesman (Arthur Miller) (E)

Novels

All the Pretty Horses or *The Road* (Cormac McCarthy)

Cat’s Cradle (Kurt Vonnegut)

Into the Wild (Jon Krakauer)

Invisible Man (Ralph Ellison)

Love Medicine (Louise Erdrich) (EA)

Native Son (Richard Wright)

Seize the Day (Saul Bellow)

Song of Solomon (Toni Morrison) (EA)

The Catcher in the Rye (J.D. Salinger)

The Joy Luck Club (Amy Tan) (EA)

Poetry

"Advice to a Prophet" (Richard Wilbur)

"America" (Allen Ginsberg)

"Days of 1964" (James Merrill)

"Happiness" or "The Current" (Raymond Carver)

"July in Washington" (Robert Lowell)

"Love Calls Us to the Things of This World" (Richard Wilbur)

"Memories of West Street and Lepke" (Robert Lowell)

"My Friends" (W.S. Merwin)

"One Art" (Elizabeth Bishop) (EA)

"Sestina" (Elizabeth Bishop) (E)

"Skunk Hour" (Robert Lowell)

"The Black Swan" (James Merrill)

"The Fish" (Elizabeth Bishop) (EA)

"The Octopus" (James Merrill)

"The Tartar Swept" (August Kleinzahler)

"The Visitor" (Carolyn Forché)

"Tulips" (Sylvia Plath)

Short Stories

"A & P" (John Updike)

"A Good Man is Hard to Find" (Flannery O’Connor)

"A Small, Good Thing" (Raymond Carver)

"Flying Home" (Ralph Ellison)

"Petrified Man" (Eudora Welty)

"The Man Who Was Almost a Man" (Richard Wright) (EA)

"The Swimmer" (John Cheever)

"Where Are You Going, Where Have You Been?" (Joyce Carol Oates)

INFORMATIONAL TEXTS

Autobiographies

Black Boy (Richard Wright)

The Autobiography of Malcolm X: As Told to Alex Haley (Malcolm X) (excerpts)

Biographies

Patton: A Biography (Alan Axelrod) (excerpts)

Essays

“Seeing” or other essays from *Pilgrim at Tinker Creek* (Annie Dillard)

“Letter from a Birmingham Jail” (Martin Luther King, Jr.)

“On Being an American” (H.L. Mencken)

“Remembering Richard Wright” (Ralph Ellison)

“The Content of His Character” (Shelby Steele)

Nonfiction

The American Language, 4th Edition (H.L. Mencken)

The Feminine Mystique (Betty Friedan)

Speeches

“Address to the Broadcasting Industry” (1961) (Newton Minow)

“Brandenburg Gate Address” (June 12, 1987) (Ronald Reagan)

Inaugural Address (January 20, 1961) (John F. Kennedy)

ART, MUSIC AND MEDIA

Architecture

Farnsworth House, Plano, Illinois (1951)

Seagram Building, New York City, New York (1957)

Art

Barnett Newman, *Concord* (1949)

David Smith, *Pillar of Sundays* (1945)

Franz Kline, *Untitled* (1957)

Jackson Pollock, *Number 28, 1950* (1950)

Louise Bourgeois, *Red Fragmented Figure* (1953)

Mark di Suvero, *Are Years What? (For Marianne Moore)* (1967)

Mark Rothko, *Untitled* (1964)

Robert Motherwell, *Elegy to the Spanish Republic, 70* (1961)

Willem de Kooning, *Excavation* (1950)

Film

Elia Kazan, dir., *A Streetcar Named Desire* (1951)

Glenn Jordan, dir., *A Streetcar Named Desire* (1955)

Media

Omnibus: A Streetcar Named Desire (television episode, 1955)

Music

“Blowin’ in the Wind” (Bob Dylan)

“This Land is Your Land” (Woody Guthrie)

“Where Have All the Flowers Gone?” (Pete Seeger)

SAMPLE ACTIVITIES AND ASSESSMENTS

- *Note:* After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Film, Argument Writing

Seminar: Compare a scene from the 1951 film of *A Streetcar Named Desire* with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author's intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.7, W.11-12.2, SL.12.1)

Art, Speaking and Listening

View the two works of architecture, one residential and one commercial. The same architect, Ludwig Mies van der Rohe, designed these buildings. How do they compare? Do you see similar elements in both of them? What is different? How is each building site-specific (i.e., reacting specifically to the place where it resides)? Compare this duo to the di Suvero and Bourgeois sculptures. How might you compare them—or can we even compare them? Does the comparison suggest that artists and architects sometimes work on similar ideas? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)

Reading Literature, Informative Writing

Seminar: How do Willy Loman and Tommy Wilhelm contend with being "nobody"? Cite at least three pieces of evidence from *Death of a Salesman* to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, W.11-12.2, SL.11-12.1, W.11-12.9a)

Art, Speaking and Listening

The paintings listed are all signal examples of abstract expressionist art. What do you see in each image? Consider these paintings in comparison to romantic painting, discussed in Unit Three, and the early modernist works in Unit Five. Why do you believe the abstract expressionists took such a grand leap away from figurative art (i.e., creating a representational image)? What words come to mind when you see these images? Many of these works are large-scale paintings. Can you appreciate the monumental scale of these works without being in front of them? Do you need to view this image in person to be affected—by the colors, textures, and shapes used? What happens to an image when it is reproduced? (RL.11-12.9, SL.11-12.1, SL.11-12.4)

Reading Informational Text, Reading Literature, Informative Writing

In his essay "The Content of His Character," Shelby Steele observes that authors Richard Wright and Ralph Ellison, both African Americans, hold vastly different political visions of America. The protagonists of "The Man Who Was Almos' a Man" by Richard Wright and "Flying Home" by Ralph Ellison reflect this philosophical divide. In an informative/explanatory essay, discuss how the authors' opposing visions of America's promise emerge in two stories. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.2, W.11-12.2)

Reading Literature, Informative Writing

Seminar: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and/or John Grady Cole. How are they similar? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.3, W.11-12.2, SL.11-12.1, L.11-12.5)

Research, Reading Literature, Informative Writing

Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some sources and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, RI.11-12.7)

Media, Reading Poetry, Oral Presentation

Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences the listener's interpretation of the poem (e.g., tone, inflection, pitch, emphasis, and

pauses). Record your presentation with a video camera so you can evaluate your performance. (RL.11-12.4, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)

Language Mechanics, Opinion Writing

Examine a one- to two-page excerpt (selected by the teacher) from *All The Pretty Horses*. Insert punctuation where you think convention would demand it. Explain in a brief essay why you think McCarthy has omitted standard punctuation in some places in his novel. (L.11-12.2, L.11-12.3)

Reading Literature, Oral Presentation

Students will be given an unfamiliar passage from a contemporary novel, poem, or short story and asked to provide a ten-minute commentary on two of the following questions: What are the effects of the dominant images used in this extract?

Identify the literary or poetic techniques used in this work. Relate them to the content.

What do you think the important themes in this extract are?

Record your presentation with a video camera so you can evaluate your performance. (RL.11-12.1, RL.11-12.4, SL.11-12.4)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers.

Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

12th Grade ELA

European Literature

Unit ONE: Middle Ages. In this unit, students explore the tension between humans and the divine in the literature of the Middle Ages.

OVERVIEW

Although the Middle Ages often is characterized as a period of darkness, the literature and art of the time typically suggest a more complex picture. Through a combination of close reading and exposure to an array of texts, students observe how satire reveals some of the contradictions and divergences within medieval literature and draw connections between literary form and philosophy. In addition, they consider how certain traits of medieval literature can also be found in the art of the period: for instance, how characters have symbolic meaning both in literature and in iconography. Students write essays in which they analyze a work closely, compare two works, or trace an idea or theme through the works they have read.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text(e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

L.11-12.3(a): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SUGGESTED OBJECTIVES

Analyze how medieval literature exhibits many tendencies rather than a single set of characteristics.

Note the literary elements (e.g., allegory, farce, satire, and foil) in medieval literary works and identify characteristics of medieval literary forms.

Explain how literary elements contribute to meaning and author intention.

Note glimpses of the Renaissance in certain works of medieval literature and art.

Explain how medieval literary and artistic forms reflect the writers' and artists' philosophical views.

Examine the literary, social, and religious satire in Chaucer's *The Canterbury Tales*. Explain the role of the framed narrative in Chaucer's *The Canterbury Tales*, Dante's *Inferno*, and other works.

Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Drama

Farce of Master Pierre Pathelin (Anonymous)

The Summoning of Everyman (Anonymous)

Novellas

The Decameron (Giovanni Boccaccio) (continued in Unit Two)

Poetry

“Dance of Death” (“Danza de la Muerte”) (Anonymous)

“I see scarlet, green, blue, white, yellow” (Arnaut Daniel)

Inferno (Cantos I-XI, XXXI-XXXIV) (Dante Alighieri) ★★★★★1

“Lord Randall” (Anonymous)

Sir Gawain and the Green Knight (Anonymous)

“The bitter air” (Arnaut Daniel)

The General Prologue in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“The Knight’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“The Monk’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“The Nun’s Priest’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“The Pardoner’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“The Ruin” in *The Exeter Book* (Anonymous)

“The Wanderer” in *The Exeter Book* (Anonymous)

“The Wife of Bath’s Tale” in *The Canterbury Tales* (Geoffrey Chaucer) (E)

“When the leaf sings” (Arnaut Daniel)

INFORMATIONAL TEXTS

Nonfiction

Confessions (Book XI) (Saint Augustine) ★★★★★1

Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer (Maidie Hilmo)

St. Thomas Aquinas (G. K. Chesterton)

The History of the Medieval World: From the Conversion of Constantine to the First Crusade (Susan Wise Bauer)

The One and the Many in the Canterbury Tales (Traugott Lawler)

ART, MUSIC AND MEDIA

Art

Cimabue, *Maestà* (1280)

Duccio, *Maestà* (1308-1311)

Giotto, *Arena (Scrovegni) Chapel frescos, Padua (after 1305): Joachim Among the Shepards, Meeting at the Golden Gate, Raising of Lazarus, Jonah Swallowed Up by the Whale*

Lorenzo Ghiberti, *Gates of Paradise* (1425-1452)

Masaccio, *The Tribute Money at the Brancacci Chapel, Florence* (ca. 1420)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Literature, Argument Writing

Seminar: Read Dante’s *Inferno*. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante

creates? Use textual evidence to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.6, RL.11-12.5, SL.11-12.1, SL.11-12.4, W.11-12.2)

Reading Literature, Informative Writing

Seminar: Compare and contrast *Sir Gawain* and the *Green Knight* and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis. (RL.11-12.1, RL.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2)

Reading Poetry, Performance

Seminar: Read Dante's *Inferno*. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.6, RL.11-12.5, SL.11-12.1, SL.11-12.4, W.11-12.2)

Reading Literature, Informative Writing

Seminar: Compare "The Monk's Tale" in *The Canterbury Tales* with Dante's story of Ugolino in Cantos XXXII through XXXIII of *Inferno*, paying special attention to depiction of character. Use at least one critical source. Use textual evidence to support an original, concise thesis statement. (RL.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2, W.11-12.7, L.11-12.3)

Reading Literature, Argument Writing

Seminar: Is the Wife of Bath from *The Canterbury Tales* a feminist? Use textual evidence to support your position. (RL.11-12.1, RL.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2)

Art, Speaking and Listening

Compare earlier images from the medieval period to later ones. For instance, compare Giotto's Arena Chapel frescos with Masaccio's at the Brancacci Chapel. How do we see depictions of man change? Do religious figures begin to take on earthly characteristics as the Middle Ages wane? What changes do you observe in the various depictions of Jesus, both as a child and as an adult (consider comparing both *Maestà* images)? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Informational Text, Argument Writing

Seminar: Read Book XI of Saint Augustine's *Confessions*. Agree or disagree with Augustine's idea: "Evil stems not from God but from a perversion of human will." Use textual evidence to support an original, concise thesis statement. (RI.11-12.5, W.11-12.1, SL.11-12.1, SL.11-12.3)

Reading Informational Text, Argument Writing

Seminar: Explain how Saint Augustine attempts to resolve a paradox in Book XI of *Confessions*. Is his resolution convincing? Why or why not? (RI.11-12.5, W.11-12.1, SL.11-12.1, SL.11-12.3)

Reading Literature, Informative Writing

Seminar: Discuss "The Pardoner's Tale" as a satire. What exactly is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the Church as an establishment? Use textual evidence to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.5, SL.11-12.1, SL.11-12.4, W.11-12.2)

Reading Literature, Argument Writing

Seminar: "To what degree does medieval literature regard human existence as secondary to the divine?" Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. (RL.11-12.2, W.11-12.1, SL.11-12.1, SL.11-12.3)

Reading Literature, Informative Writing

Seminar: Choose one of the *Canterbury Tales*. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement. (RL.11-12.5, RI.11-12.2, SL.11-12.1, SL.11-12.4, W.11-12.2)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Research, Informative Writing

Answer the essential question: "How did medieval man distinguish between the earthly and the divine?"

Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, W.11-12.1, W.11-12.7, W.11-12.8, RI.11-12.7)

Reading Poetry, Oral Presentation

Select one of the poems from this unit and recite it from memory. Include an introduction that states:

What the excerpt is from

Who wrote it

Why it exemplifies the medieval period (SL.11-12.4)

Research, Argument Writing

Does the term *Dark Ages* accurately describe the Middle Ages? Use primary and secondary sources from this unit or outside of the unit to support an original, concise thesis statement to answer the question. Cite at least three sources. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, W.11-12.1, W.11-12.7, W.11-12.8, RI.11-12.7)

SENIOR RESEARCH PAPER

Meeting the "college readiness" goal of the Common Core State Standards requires that students undertake the challenge of exploring a research question in depth and produce sophisticated expository writing in response.

In twelfth grade, teachers and students may use the research process as a guide to writing a college-level, thesis-driven research paper of at least 4,000 words. Teachers may ask students to apply this process to any of the sample assignments in any of the six units, or may suggest another topic for students to research throughout the year.

High School Research and the Senior Research Paper

Meeting the —college readiness|| goal of the Common Core State Standards requires that students undertake the challenge of exploring a research question in depth and produce sophisticated expository writing in response.

Sample research paper assignments in the Common Core Curriculum Maps offer students in grades K – 12 multiple opportunities to develop and strengthen the execution of the research process. Research is introduced as early as kindergarten and is encouraged throughout elementary school. In middle school, students learn the basic steps of the research process. In high school, sample activities emphasize different aspects of the research process in a progression that prepares students for the twelfth grade research paper:

In grade nine, two assignments emphasize the defining and refining of research questions.

In grade ten, in which teachers have a choice of four units, each unit contains a research assignment that emphasizes the synthesis of information gathered from various sources.

In grade eleven, students must demonstrate the ability to —adjudicate|| among sources (i.e., carefully select relevant and useful sources, ignore others, and/or discuss why some sources aren't reliable or useful).

By grade twelve, students must do all of these things, as well as anticipate questions or counterclaims, and address them with confidence.

In twelfth grade, teachers and students may use the research process described below as a guide to writing a college-level, thesis-driven research paper of at least 4,000 words. Teachers may ask students to apply this process to any of the sample assignments in any of the six units, or may suggest another topic for students to research throughout the year. (In other words, teachers may use this guide in conjunction with—or independently of—the research assignments included in the sample activities for grade twelve.) Teachers and students are strongly encouraged to consult *The Concord Review* (<http://www.tcr.org/tcr/essays.htm>) for excellent examples of research papers written by high school students.

The independent research that students conduct in preparation for writing the paper exposes them to the variety and complexity of informational texts the standards prescribe. If using this guide independently of the ELA units (e.g., to guide research in history or another content area), teachers may wish to refer to the Common Core State Standards for English Language Arts and History/Social Studies, Science, and Technical Subjects.

Research Process:

A. Students **conduct a study/survey** of primary sources and critical secondary sources on a teacher-selected topic area (e.g., the Scientific Revolution). Scholarly sources should serve as models for students as they develop an understanding of

the structure and depth of the formal research paper, as well as the research methods and writing techniques required for producing them. The topic area should be of enduring interest, not ephemeral in nature. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.1, RI.11-12.2, RI.11-12.3, W.11-12.8)

B. Students **develop a research question** for independent study. The question may be related to ELA or to another content area, such as art, history, or science (e.g., —How did the Scientific Revolution in sixteenth-century Europe affect the literature and literary nonfiction of seventeenth-century Europe?|| —What roles did Ptolemy and Copernicus play in sparking the Scientific Revolution?|| —The Scientific Revolution in Art? The Case of Leonardo da Vinci||). If the question is related to another content area, students should work with both an ELA teacher and a teacher from the other content area to develop the topic. (W.11-12.7, W.11-12.8)

C. Students **submit a research question** for the instructor's approval. (W.11-12.7, W.11-12.8)

D. Students **conduct research**, putting a priority on using primary sources and learning effective methods to mine such sources for information. When secondary sources are needed, teachers may instruct students in the use of academic data sites (an excellent source is: <http://www.jstor.org/>). Teachers can stress the difference between periodicals and encyclopedic sources that can provide background information and publications and books that are academic in nature. It is important to underscore the importance of analyzing as many primary sources as possible (versus relying uncritically or solely on secondary sources). (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.1, RI.11-12.2, RI.11-12.3, W.11-12.7)

E. While reading the sources, students **take notes**. (Teachers should determine the appropriate methods for their students, such as note cards, etc.) (W.11-12.7, W.11-12.8)

F. Students **submit notes** (note cards or an annotated bibliography) for review. (W.11-12.7, W.11-12.8)

G. Students, with their instructor's help, categorize their notes and **identify areas where more research is needed**. (W.11-12.7)

H. Having refined the research question as necessary, students **write a preliminary thesis statement and draft outline**. (W.11-12.4, W.11-12.5, W.11-12.6)

I. Based on discussions with their teacher, students **refine their thesis statements and outlines**. (W.11-12.5, W.11-12.7)

J. Students **compose the first draft** of their papers. The rough draft should include:

a. Title Page

- b. Abstract
- c. Table of Contents
- d. Introduction, including thesis statement
- e. Body, including details that support the thesis statement
- f. Conclusion
- g. Endnotes
- h. Illustrations (optional)
- i. Appendices (if necessary)
- j. Bibliography

(W.11-12.1 or W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12. 8, W.11-12.9W.11-12.10)

Students **revise their work** after soliciting feedback from their teacher and peers. Students may wish to ask a teacher from a related content area for further input. (W.11-12.1 or W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12. 8, W.11-12.9W.11-12.10)

K. Students **edit their final drafts**. (W.11-12.5, L.11-12.1, L.11-12.2, L.11-12.3)

L. Students **submit final drafts**. (W.11-12.1 or W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12. 8, W.11-12.9W.11-12.10)

M. Students **develop a speech, PowerPoint, or other kind of presentation** in which they summarize their findings and answer questions from their classmates or other panel members (i.e., parents or community members).(W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)

12th Grade ELA

European Literature

Unit TWO: Renaissance and Reformation. This unit introduces students to the literature of the Renaissance and Reformation, exploring its continuity with and departure from the literature of the Middle Ages.

OVERVIEW

Students consider Renaissance writers' interest in ancient Greek and Latin literature and myth; their preoccupation with human concerns and life on earth; their aesthetic principles of harmony, balance, and divine proportion; and exceptions to all of these. This leads to a discussion of how literary forms themselves reflect religious, philosophical, and aesthetic principles. As students compare the works of the Renaissance with those of the Middle Ages, they will recognize the overlap and continuity of these periods. In addition, they consider how the outstanding works of the era transcend their time and continue to inspire readers and writers. The English Renaissance of the seventeenth century includes additional works by William Shakespeare. In their essays, students may analyze the ideas, principles, and form of a literary work; discuss how a work bears attributes of both the Middle Ages and the Renaissance; discuss convergences of Renaissance literature and arts; or pursue a related topic of interest.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

SUGGESTED OBJECTIVES

- Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures.
- Identify and investigate allusions to classical literature in Renaissance texts.
- Explain how a concept such as symmetry or divine proportion is expressed both in literature and in art.
- Analyze Renaissance conceptions of beauty and their literary manifestations.
- Describe how Renaissance writers took interest in human life and the individual person.

- Analyze the playful, satirical, irreverent aspects of Renaissance literature—in particular, the writing of Rabelais, Boccaccio, and Shakespeare.
- Explain how literary forms and devices reflect the author’s philosophical, aesthetic, or religious views.
- Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: More works have been listed than can be covered; teachers are encouraged to select from the list so that students may analyze certain works closely while gaining a broad sense of the era. It is possible, for instance, to focus entirely on Rabelais or Boccaccio, with only a few additional short works for contrast; to consider a philosophical work in relation to a literary work; to focus on the idea of divine proportion as expressed in literature, art, and mathematics; or to consider a variety of Renaissance works. The unit should include close readings so that students may observe how Renaissance forms emerge in both literature and art and reflect religious, philosophical, and aesthetic views.

Drama

Henry IV, Part I (William Shakespeare)

Nine Carnival Plays (Hans Sachs)

The Jewish Women (Les Juifves) (Robert Garnier)

The Tragedy of Macbeth (William Shakespeare)

Novels

The Decameron (Giovanni Boccaccio) (continued from Unit One)

The Life of Gargantua and the Heroic Deeds of Pantagruel (François Rabelais) (Books 1 and 2)

Poetry

Dark Night of the Soul (Saint John of the Cross) (excerpts)

Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare)

The Faerie Queene (Edmund Spenser) (excerpts)

“The Nightingale of Wittenberg” (Hans Sachs)

“The Nymph’s Reply to the Shepherd” (Sir Walter Raleigh)

“The Passionate Shepherd to His Love” (Christopher Marlowe)

INFORMATIONAL TEXTS

Essays

Lives of the Most Excellent Painters, Sculptors, and Architects (Giorgio Vasari)

“Of Cannibals” (Michel de Montaigne)

On the Divine Proportion (De divina proportione) (Luca Pacioli) (illustrations only)

Nonfiction

Rabelais and His World (Mikhail Bakhtin)

The Prince (Niccolo Machiavelli) (excerpts)

ART, MUSIC AND MEDIA

Art

Giovanni Lorenzo Bernini, *Ecstasy of Saint Teresa* (1647-1652)

Jacopo da Pontormo, *Desposition from the Cross (Entombment)* (1525-28)

Leonardo da Vinci, *Mona Lisa* (1503-1506)

Leonardo da Vinci, *The Virgin and Child with St. Anne* (1508)

Leonardo da Vinci, *Vitruvian Man* (1487)

Michelangelo di Lodovico Buonarrothi Simoni, *David* (1505)

Michelangelo di Lodovico Buonarrothi Simoni, *Ceiling of the Sistine Chapel* (1508-1512)

Michelangelo di Lodovico Buonarrothi Simoni, *The Last Judgment*, Sistine Chapel altar wall (1536-1541)

Michelangelo Merisi da Caravaggio, *The Entombment of Christ* (1602-1603)
Raffaello Sanzio da Urbino, *The Niccolini-Cowper Madonna* (1508)
Sandro Botticelli, *Primavera* (1482)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Poetry, Oral Presentation

Select a poem from this unit and recite it from memory. Include an introduction that states:

Who wrote the poem

Its form, meter, rhyme scheme, and key literary elements

An aspect of the poem that comes through after multiple readings (RL.11-12.4)

Reading Literature, Informative Writing

Seminar: Read *Macbeth*. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will? Use textual evidence from the play to support your response in an original, concise thesis statement. (RL.11-12.1, RI.11-12.1)

Reading Literature, Informative Writing

Seminar: Read *Henry IV*, Part I. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? Use textual evidence from the play to support your response in an original, concise thesis statement. (RL.11-12.1, RI.11-12.1)

Reading Literature, Reading Informational Text, Argument Writing

Seminar: After reading *Macbeth* and excerpts from *The Prince* by Machiavelli, answer one of the following questions. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quotation, "It is better to be feared than to be loved." Is this true for Macbeth? Use textual evidence from both texts to support your position. (RL.11-12.1, RI.11-12.1)

Art, Speaking and Listening

Examine and discuss the following artworks: Michelangelo's *David*, Raphael's *Madonna*, and da Vinci's *Mona Lisa* and *Vitruvian Man*. How has each artist worked to depict human beauty? What elements of beauty do they highlight? What is idealized? Are there any aspects that are realistic? Do you believe these portrayals are beautiful? Why or why not? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Art, Speaking and Listening

View Michelangelo's *Last Judgment*, da Vinci's *Virgin and Child*, Pontormo's *Deposition*, and Bernini's *Ecstasy of Saint Teresa*. What range of emotions is evident in these works of art? What imagery or symbols do the artists use to convey these emotions? What painting or sculpting techniques are used to heighten the effect? Which work do you respond to the most and why? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Literature, Informative Writing

Seminar: Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a

philosophical work. Include at least one critical source and one reference to a literary work to support an original, concise thesis statement. (RL.11-12.4, W.11-12.7)

Reading Literature, Informative Writing

Seminar: Show how one of the plays from this unit departs from the medieval conceptions of drama. Use specific textual evidence to support an original, concise thesis statement. (RL.11-12.1, RI.11-12.1)

Reading Literature, Informative Writing

Seminar: Relate Pacioli's *On the Divine Proportion* to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)? Cite specific evidence from both texts to support an original, concise thesis statement. (RL.11-12.1, RI.11-12.1)

Research, Reading Literature, Informative Writing

Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.4, W.11-12.7, W.11-12.8, RI.11-12.7)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Informative Writing

Seminar: Compare one of the satirical stories of *The Canterbury Tales* (from Unit One) with one of the stories from Boccaccio's *The Decameron*. What does the satire reveal about the author's intention and message? Use textual evidence to support an original, concise thesis. (RL.11-12.2)

12th Grade ELA

European Literature

Unit THREE: Seventeenth Century. In this unit, students explore literary works of the seventeenth century, with particular attention to questions of human reason and emotion.

OVERVIEW

Students gain understanding of the early Enlightenment and its conception of reason. They see another side of the thought and literature of this period: an emphasis on human emotion, irrationality, and paradox. They consider how certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent. They write a critical essay exploring an aspect of the conflict between reason and emotion. Alternatively, teachers might choose to culminate the unit with a research paper that answers the essential question.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in *Federalist* No. 10).

RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.11-12.1(a,b): Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SUGGESTED OBJECTIVES

- Read literary and philosophical works from the seventeenth century, with particular attention to questions of reason and emotion.
- Explain the idea of reading literature as a quest—for truth, for beauty, and for understanding.
- Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason.
- Write literary and philosophical analyses with a focus on clarity and precision of expression.

- Conduct research, online and in libraries, on a particular seventeenth-century author, work, or idea.
- Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century.
- Explain the use of satire as a technique to reveal authorial intent.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Because of the number and length of works included in this unit, teachers may want to organize it around two major works, one fiction (or dramatic or poetic) and one nonfiction, with other works supplementing these selections. At a minimum, students should read one full literary work, a substantial excerpt from a philosophical or scientific work, and several shorter works of fiction and poetry.

Drama

Hamlet (William Shakespeare)

King Lear (William Shakespeare) (E)

The Alchemist (Ben Jonson)

The Merchant of Venice (William Shakespeare) (E)

The Miser (Jean-Baptiste Molière) (EA)

Novels

Don Quixote (Miguel de Cervantes) (E) (selections)

The Pilgrim's Progress (John Bunyan)

Poetry

"Holy Sonnet 10" (John Donne) (EA)

"Love III" (George Herbert)

"Song: Goe, and catche a falling starre" (John Donne) (E)

"The Flea" (John Donne) (E)

"To Daffodils" (Robert Herrick)

"To His Coy Mistress" (Andrew Marvell)

"To the Virgins, to Make Much of Time" (Robert Herrick)

INFORMATIONAL TEXTS

Nonfiction

An Essay Concerning Human Understanding (John Locke)

Leviathan (Thomas Hobbes) (excerpts)

Novum Organum (Francis Bacon) (excerpts)

ART, MUSIC AND MEDIA

Art

Johannes Vermeer, *Girl with a Pearl Earring* (1665)

Nicolas Poussin, *Et in Arcadia Ego* (ca. 1630s)

Peter Paul Rubens, *The Debarkation at Marseilles* (1622-1625)

Rembrandt van Rijn, *The Nightwatch* (1642)

Film

Arthur Hiller, dir., *Man of La Mancha* (1972)

Grigori Kozintsev and Iosif Saphiro, dir., *Hamlet* (1964)

Laurence Olivier, dir., *Hamlet* (1948)

Man of La Mancha (the musical), Dale Wasserman (1966)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay

question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Reading Poetry, Oral Presentation

Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states:

What the excerpt is from

Who wrote it

What kind of poetry it exemplifies and why (SL.11-12.6)

Reading Poetry, Argument Writing, Informative Writing

Seminar: Analyze “The Flea” by addressing one of the following questions:

Why is it considered metaphysical poetry?

How does it use irony to convey its message?

Is it a poem of logic or of emotion?

Use textual evidence to discuss and write an original, concise thesis statement to support your position.

(W.11-12.5, W.11-12.7)

Art, Speaking and Listening

As scholars and philosophers moved into an age of reason and rationality, why do you think there was still a push for romanticized, opulent imagery, labeled as baroque art? View the painting by Rubens, which is a part of a series of twenty-one paintings. What is emphasized in this work of art: color, the senses, movement? View the Rubens and Poussin in comparison to the Dutch works by Rembrandt and Vermeer. These Dutch artists were said to be working in a Golden Age. What aspects of the Dutch art are similar to the French and Flemish works? What influence do you think location has on artistic style?

(SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Literature, Argument Writing

Seminar: Read excerpts of the *Leviathan*. Agree or disagree with Hobbes’s assessment of human nature.

Defend your opinion with specific textual evidence that supports an original, concise thesis statement.

(W.11-12.1, W.11-12.5, W.11-12.7)

Reading Poetry, Informative Writing

Seminar: Analyze “To Daffodils,” “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.”

Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original. (W.11-12.5, W.11-12.7, SL.11-12.1, SL.11-12.2)

Reading Literature, Informative Writing

Seminar: Read *The Miser*. How does the plot reveal satire? What values of this time period are being mocked? How does the satire reveal Molière’s point of view? Use textual evidence from the play to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Poetry, Informative Writing

Seminar: Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent with regard to the Church’s teachings? How does the use of personification convey the poem’s message? Why is the

poem considered metaphysical? Cite specific textual evidence from the poem to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

Reading Poetry, Argument Writing

Seminar: Read Donne's "Song: Goe, and catche a falling starre." Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from the Church's teachings? How does emotion affect the logic of the speaker? Use textual evidence to support your position. (W.11-12.5, W.11-12.7)

Reading Poetry, Informative Writing

Seminar: Compare and contrast Donne's "Song: Goe, and catche a falling starre" to Marvell's "To His Coy Mistress." How do emotion and logic affect the speaker's point of view in each poem? How does gender affect the author's attitudes? Use textual evidence to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

Research, Reading Literature, Reading Informational Text, Informative Writing

Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers the essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.2, RI.11-12.1, RI.11-12.2, RI.11-12.7, W.11-12.7)

Reading Literature, Informative Writing

Seminar: Read *The Pilgrim's Progress*. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan's point of view on religious ideas of the seventeenth century? Use textual evidence from the novel to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

Reading Literature, Informative Writing

Seminar: Read excerpts from *Don Quixote* and/or watch the film version of *Man of La Mancha*. Compare Don Quixote's outlook on life with that of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement. (RL.11-12.1, W.11-12.5, W.11-12.7)

Reading Literature, Informative Writing

Seminar: Read *King Lear*. In the beginning of the play, is King Lear motivated by his sense of reason or by emotion? By the end of the play, how has King Lear resolved his emotional needs with his rational thought? Consider the same question for Edmund, Edgar, Regan, Goneril and/or Cordelia. Use textual evidence to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

Reading Literature, Argument Writing

Seminar: Read *Hamlet*. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support your position. (W.11-12.5, W.11-12.7)

Reading Literature, Informative Writing

Seminar: Read *The Alchemist*. How does the plot reveal satire? What values of this time period are being mocked? How does the author use satire to reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement. (W.11-12.5, W.11-12.7)

12th Grade ELA

European Literature

Unit FOUR: Eighteenth and Early Nineteenth Century. In this unit, students will read fiction, drama, poetry, biography, and autobiography from the eighteenth and early nineteenth centuries, paying particular attention to the relationship between man and nature.

OVERVIEW

Observing themes related to nature as well as “natural” forms and language, students consider whether nature appears as a force of good or a menace. Observing narrative digressions, idiosyncrasies, exaggerations, and biases, they consider human, unpredictable, and idiosyncratic aspects of storytelling. They have the opportunity to practice some of these narrative techniques in their own fiction and nonfiction writing. Students also explore some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss. In seminar discussions, students consider a philosophical question in relation to a particular text. Students write short essays and also develop an essay or topic from an earlier unit, refining the thesis and consulting additional sources. These essays can be used to inform and inspire longer research papers at the end of the unit that answer the essential question. By the end of this unit, students will have an appreciation for some of the tendencies of early romanticism and will recognize that this era, like all others, is filled with exceptions, contradictions, and subtleties.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.11-12.3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **L.11-12.2(a,b):** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

SUGGESTED OBJECTIVES

- Read fiction, drama, poetry, biography, and autobiography from the eighteenth and early nineteenth centuries.
- Consider the relationship between art and nature in these works.
- Observe narrative digressions, idiosyncrasies, exaggerations, and biases.
- Consider the dual role of the narrator as a character and as a storyteller.
- Consider the role of the supernatural in the literary works read in this unit.

- Write a story in which they practice some of the narrative devices they have observed in this unit.
- Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss.
- Consider the difference between natural and forced language, as explained by Wordsworth.
- Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers.
- Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: For this shorter unit, teachers may want to choose one novel, several short stories or a play, and poetry.

Novels

Emma (Jane Austen)

Gulliver's Travels (Jonathan Swift)

Robinson Crusoe (Daniel Defoe)

The Sufferings of Young Werther (Johann Wolfgang von Goethe)

The Surprising Adventures of Baron Munchhausen (Rudolf Erich Raspe)

The Vicar of Wakefield (Oliver Goldsmith)

Poetry

"Auguries of Innocence" and *Songs of Innocence and of Experience* (William Blake) (EA) (selected poems)

In Memoriam A. H. H. (Alfred, Lord Tennyson)

"Ode on Indolence" and "Ode on a Grecian Urn" (John Keats) (excerpts)

"The Deserted Village" (Oliver Goldsmith)

"Tintern Abbey," "London, 1802," "The World is Too Much with Us," "Ode: Intimations of Immortality" (William Wordsworth) (excerpts)

Short Stories

"Micromégas" (Voltaire)

INFORMATIONAL TEXTS

Biographies

The Life of Samuel Johnson (James Boswell)

Nonfiction

Preface to *Lyrical Ballads* (William Wordsworth)

The Diary of Samuel Pepys (Samuel Pepys)

ART, MUSIC AND MEDIA

Art

Frederic Edwin Church, *Morning in the Tropics* (1877)

Henri Fuseli, *The Nightmare* (1781)

Jean Honore-Fragonard, *The Progress of Love: The Pursuit* (1771-1773)

John Constable, *Seascape Study with Rain Cloud* (1827)

John Singleton Copley, *Watson and the Shark* (1778)

Theodore Gericault, *The Raft of the Medusa* (1818-1819)

William Blake, *The Lovers' Whirlwind* (1824-1827)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays. In future iterations of these maps, links to samples of student work will be provided.

Scoring Rubric for Seminar

Reading Literature, Argument Writing

Seminar: Read *The Vicar of Wakefield*. Is it a sentimental and idealistic novel? Or is it a cynical satire? Use textual evidence to support your position. (RL.11-12.1, RL.11-12.3, RL.11-12.6, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Poetry, Oral Presentation

Recite one of the poems in this unit from memory. Include an introduction that discusses how the poem relates to the natural world. (SL.11-12.6)

Art, Speaking and Listening

Examine and discuss the artworks listed. Begin by viewing the Church, Copley, and Constable paintings. How did artists of this period frame the relationship between man and nature? Where does man belong in these images—or does he even belong? Now compare the Géricault and the Fragonard. What do you see in these images? Which painting do you believe would be more “typical” of the period? Which looks more romantic in style to you, and why? Do you believe these images were painted for “art’s sake,” or for a larger social purpose? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Literature, Argument Writing

Seminar: Does *Robinson Crusoe* reveal Defoe’s point of view on imperialism or colonization? Why or why not? Alternatively, you may consider what *Robinson Crusoe* suggests about the author’s view of human nature. Is this a reflection of the period in which it was written, or do you think Defoe’s view represents a departure from the established beliefs of his day? Use textual evidence to support your position. (RL.11-12.1, RL.11-12.5, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Poetry, Argument Writing

Seminar: Explicate “Ode on Indolence.” Agree or disagree with Keats: “This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.” Use textual evidence to support your position. (RL.11-12.1, RL.11-12.4, W.11-12.1, SL.11-12.1, SL.11-12.6)

Reading Literature, Informative Writing

Seminar: What point of view is revealed by Swift’s allegory in *Gulliver’s Travels*? How does his allegory satirize human behavior and human history? Are Swift’s views reflective of the beliefs of his day? Use textual evidence to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.6, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Poetry, Informative Writing

Seminar: How does Tennyson’s *In Memoriam A.H.H.* use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing? Use textual evidence from the poem to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.4, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Poetry, Informative Writing

Seminar: Read the poems “London, 1802” and “The Deserted Village.” What values and concerns do they share? Cite specific evidence from both texts to support an original, concise thesis statement. (RL.11-12.1, RL.11-12.4, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Literature, Informative Writing

Seminar: Compare and contrast the themes found in *Gulliver's Travels* and "Micromégas." Do the texts share similar messages? Do they use satire in the same way? How does Swift's allegory compare to Voltaire's science fiction? Use evidence from both texts and organize in a comparative essay. Include an original, concise thesis statement. (RL.11-12.1, RL.11-12.3, RL.11-12.6, W.11-12.2, SL.11-12.1, SL.11-12.6)

Reading Literature, Informative Writing

Seminar: Compare the science fiction elements in Voltaire's "Micromégas" and one of the tall tales in *The Surprising Adventures of Baron Munchhausen*. How does the science fiction genre enable the authors to express their ideas? Use textual evidence from both texts to support an original, concise thesis statement. (RL.11-12.3, W.11-12.2, SL.11-12.1, SL.11-12.6)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Poetry, Informative Writing

Seminar: Read selected poems from Blake's *Songs of Innocence and Experience*. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man? Use textual evidence from the poems selected to create an original, concise thesis statement. (RL.11-12.1, RL.11-12.4, W.11-12.2, SL.11-12.1, SL.11-12.6)

Research, Reading Literature, Informative Writing

Using specific evidence from various sources studied in this unit, write a research paper that answers the essential question: What role does nature play in eighteenth- and early nineteenth-century literature? Include an original, concise thesis statement to answer this essential question. (RL.11-12.1, RL.11-12.2, RI.11-12.7, W.11-12.7, W.11-12.8)

12th Grade ELA

European Literature

Unit FIVE: Nineteenth Century. In this unit, students will observe common tendencies, contradictions, outliers, and subtleties of nineteenth-century romantic literature, including the Victorian, Gothic, and Edwardian periods.

OVERVIEW

In this unit, students explore both form and meaning in literary works and consider historical context. Through close readings of selected texts, students examine how subtle narrative and stylistic details contribute to the meaning of the whole. They consider how certain poems of this unit can be simultaneously intimate and reflective of a larger civilization. Moral conflicts and subtle psychological portrayals of characters are other areas of focus; students consider how novels of the nineteenth century develop character and how their conflicts are both universal and bound by culture. In their essays, students will continue to strive for precision and clarity, paying close attention to the nuances of words.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.11-12.3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- **SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **L.11-12.5(a,b):** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUGGESTED OBJECTIVES

- Explain the tension between art for art's sake and art as a response to social and cultural conflict, as expressed in the works of this unit.
- Closely analyze a key passage from a novel and comment on how it illuminates the work as whole.
- Contrast two works by a single author.
- Observe common tendencies, contradictions, outliers, and subtleties of the romantic and Victorian periods in literature.
- Contrast the moral conflicts of characters in two works of this unit.
- Consider how the poetry of this period reflects both on the human psyche and on the state of civilization.
- Analyze how the forms of the poems in this unit contribute to their meanings.
- Explain how the works of this period show signs of early modernism.
- Identify elements of romanticism and gothic romanticism in works of literature.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: This is a longer unit. Teachers may want to select one novel, one play, one long poem, and several short poems. Alternatively, teachers might choose to include two plays instead of a novel, or two long poems instead of a play. The selections of the unit should show a range of literary imagination and contrasting attitudes toward the role of literature in society.

Children's Literature

Alice's Adventures in Wonderland (Lewis Carroll)

Peter and Wendy (J. M. Barrie)

The Jungle Book (Rudyard Kipling)

Drama

A Doll's House (Henrik Ibsen) (E)

Faust (Johann Wolfgang von Goethe) (excerpts, e.g., the opening)

The Importance of Being Earnest (Oscar Wilde) (E)

The Sunken Bell (Gerhart Hauptmann)

Novels

A Christmas Carol (Charles Dickens)

A Passage to India (E. M. Forster)

Dracula (Bram Stoker)

Frankenstein (Mary Shelley)

Hard Times (Charles Dickens) (excerpts)

Heart of Darkness (Joseph Conrad)

Jane Eyre (Charlotte Brontë) (E)

Sense and Sensibility (Jane Austen)

The Hunchback of Notre Dame (Victor Hugo)

The Picture of Dorian Gray (Oscar Wilde)

The Red and the Black (Stendhal)

The Three Musketeers and *The Count of Monte Cristo* (Alexandre Dumas)

The Time Machine (H. G. Wells)

Twenty Thousand Leagues Under the Sea (Jules Verne)

Wuthering Heights (Emily Brontë)

Poetry

"The Raven" (Edgar Allan Poe)

"Annabel Lee" (Edgar Allan Poe)

Childe Harold's Pilgrimage (George Gordon, Lord Byron)

“Dover Beach” (Matthew Arnold)
“Goblin Market” (Christina Rossetti) (EA)
“Love Among the Ruins” (Robert Browning)
Sonnet 43 (Elizabeth Barrett Browning)
“Spring and Fall” (Gerard Manley Hopkins)
The Ballad of Reading Gaol (Oscar Wilde) (EA)
The Flowers of Evil (Charles Baudelaire) (selections)
The Rime of the Ancient Mariner (Samuel Taylor Coleridge)

INFORMATIONAL TEXTS

Nonfiction

Culture and Anarchy (Matthew Arnold) (excerpts)
Reveries of a Solitary Walker (Jean-Jacques Rousseau) (excerpts)
Tallis's History and Description of the Crystal Palace, and the Exhibition of the World's Industry in 1851 (John Tallis)
The Decay of Lying (Oscar Wilde) (EA)
The Origin of Species (Charles Darwin) (excerpts)

ART, MUSIC AND MEDIA

Art

James McNeill Whistler, *Arrangement in Gray and Black: The Artist's Mother* (1871)
James McNeill Whistler, *Mother of Pearl and Silver: The Andalusian* (1888-1900)
James McNeill Whistler, *Symphony in Flesh Colour and Pink: Portrait of Mrs. Frances Leyland* (1871-1874)
James McNeill Whistler, *Symphony in White, No. 1: The White Girl* (1862)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Reading Literature, Argument Writing

Seminar: Consider the horror novels *Dracula* and/or *Frankenstein*. Are these texts written for the sake of entertaining us with horror and heightening our senses? Or is social commentary weaved into the stories? Organize textual evidence to support your position. (RI.11-12.2, W.11-12.1)

Reading Literature, Argument Writing

Seminar: Is it helpful or misleading to define literature in terms of trends and movements such as romanticism? Organize textual evidence to support your position. (W.11-12.1, SL.11-12.4)

Reading Literature, Argument Writing

Seminar: In *Wuthering Heights*, Catherine has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice? Organize textual evidence to support your position. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Argument Writing

Seminar: Consider *The Three Musketeers* or *Twenty Thousand Leagues Under the Sea* as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message? Organize textual evidence to support your position. (RI.11-12.2, W.11-12.1)

Reading Literature, Argument Writing

Seminar: Compare and contrast in a balanced argument *Wuthering Heights* or *Jane Eyre* with *Frankenstein* or *Dracula*. All are considered gothic novels. What characteristics make them gothic? Does the gothic motif serve as a source of entertainment, or does it help illustrate social commentary? Organize textual evidence to support your position. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Poetry, Performance

Memorize and recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Art, Speaking and Listening

Examine the four paintings by James McNeill Whistler. As you have done throughout this unit, describe with partners the small details and specific elements you can see in each painting. What do you find when you closely examine each painting? What has Whistler done to capture your attention? What draws you into the painting: the color, mood, line, texture, or light? How might these artworks show signs of early modernism? Are these paintings "art for art's sake"? Why or why not? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Literature, Argument Writing

Seminar: Ibsen's *A Doll's House* is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature feminist? Do we make such a judgment according to today's standards or according to the standards in the day the text was written? You may refer to other texts to illustrate your point. Organize textual evidence to support your position. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Research, Reading Literature, Informative Writing

Use specific evidence from various sources studied in this unit and/or additional sources to write a research paper that answers the following question: How does the literature of the romantic and Victorian eras show tension between art for art's sake (where art includes literature) and art as a response to social and cultural conflict? Include an original, concise thesis statement to answer this essential question. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RI.11-12.1, RI.11-12.7, W.11-12.7, W.11-12.8)

Reading Poetry, Argument Writing

Seminar: How do the poems of this unit—especially those by Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? How do these poems compare to American poems written at the same time? (See Grade Eleven, Unit Five.) Organize textual evidence to support your position. (RL.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: H. G. Wells called himself a socialist. How does *The Time Machine* illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How? Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Analyze an author's view of art (and literature) as expressed in a work from this unit. Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Consider *The Jungle Book* as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science? Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Argument Writing

Seminar: According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider *Heart of Darkness*. Does this novel support or challenge Darwin’s idea? Organize textual evidence to support your position. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Compare the moral conflict of Julien Sorel in *The Red and the Black* and Nora Helmer in *A Doll’s House*. What are their similarities and differences? Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, RL.11-12.3, W.11-12.1)

Reading Literature, Argument Writing

Seminar: Some people believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science, or is it socially engineered? What qualities of childhood are illustrated by the children’s classics *Peter and Wendy* or *Alice’s Adventures in Wonderland*? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era? Organize textual evidence to support your position. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Trace the distinction between logic and emotion in *Sense and Sensibility*. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit. Organize textual evidence to support an original, concise thesis statement. (RL.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Charlotte Brontë once said, “Conventionality is not morality.” How is this statement illustrated in her novel *Jane Eyre*? Consider the text as a gothic novel. How do its gothic characteristics help convey its themes? Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, SL.11-12.4, W.11-12.1)

Reading Literature, Informative Writing

Seminar: Closely analyze a key passage from a novel and comment on how setting illuminates the themes of the work as a whole. How do the aesthetics of setting create larger meaning? Consider Notre Dame Cathedral in *The Hunchback of Notre Dame*, the red room in *Jane Eyre*, or the castle in *Dracula*. Organize textual evidence to support an original, concise thesis statement. (RI.11-12.2, SL.11-12.4, W.11-12.1)

12th Grade ELA

European Literature

Unit SIX: Twentieth Century. Using Auden’s term “Age of Anxiety” as a focal idea, students consider both the breakdown and affirmation of meaning in twentieth-century literature in this final six-week unit.

OVERVIEW

Through the close reading of “dystopian” works such as *Pygmalion*, 1984, and *Rhinoceros*, students consider the problems inherent in fashioning a perfect society or perfect individual. At the same time, they also consider how authors of the twentieth century affirm the possibility of beauty and meaning—for instance, in T. S. Eliot’s *Four Quartets*, Federico García Lorca’s *Poem of the Deep Song*, or Thomas Hardy’s “The Darkling Thrush.” To gain a deeper appreciation of the role of beauty in twentieth-century literature, they appraise connections between poetry and music: for instance, the relation of Eliot’s *Four Quartets* to a Beethoven quartet, and the relation of Lorca’s poetry to the rhythms of flamenco music. Examining how authors rework classical stories and themes (e.g., in Anouilh’s *Antigone* or Camus’ *Caligula*), students ponder how historical context affects an enduring story or theme. Students complete research papers in which they consult literary criticism and historical materials. They engage in discussions resembling college seminars, where they pursue focused questions in depth over the course of one or two class sessions. At the close of the unit, students have the opportunity to research the literature they have read over the course of the year and the concepts they have studied.

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.11-12.3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.11-12.6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **RL.11-12.10:** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **RL.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- **L.11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUGGESTED OBJECTIVES

- Read works of the twentieth century, focusing on the earlier decades.
- Consider aspects of modernism (such as anxiety) in their historical context.
- Explain both the breakdown and affirmation of form and meaning in modernist literature.
- Analyze dystopian literature, considering the problems inherent in fashioning a perfect person or society.
- Explain how poems in this unit reflect on poetry itself and its possibilities.
- Examine the implications of modern versions of classical works.
- Identify and explain the musical allusions and their meanings in twentieth-century poetical works in seminars.
- Pursue focused questions in depth over the course of one or two class sessions.
- Explain absurdist and existential philosophy as it applies to literature and theatre.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Note: Teachers may make the literary selections in a number of ways. They may select works across the genres, or they may focus on a particular genre. The selections should address the ideas of anxiety and beauty in some manner and should offer contrasting responses to the tension and crises of the twentieth century.

Drama

Antigone (Jean Anouilh)

Caligula (Albert Camus)

Hamlet (William Shakespeare)

King Lear (William Shakespeare)

Mother Courage and Her Children (Bertolt Brecht)

Pygmalion (George Bernard Shaw)

Rhinoceros (Eugene Ionesco) (E)

Waiting for Godot (Samuel Beckett)

Novels

1984 (George Orwell)

All Quiet on the Western Front (Erich Maria Remarque)

Brave New World (Aldous Huxley)

Briefing for a Descent into Hell (Doris Lessing)

Pan: From Lieutenant Thomas Glahn's Papers (Knut Hamsun)

Steppenwolf (Hermann Hesse)

The Mayor of Casterbridge (Thomas Hardy)

The Metamorphosis (Franz Kafka) (E)

Poetry

"Archaic Torso of Apollo" (Rainer Maria Rilke)

"Conversation with a Stone" (Wisława Szymborska)

"Counter-Attack" (Siegfried Sassoon)

"Dreamers" (Siegfried Sassoon)

Four Quartets (T. S. Eliot) (EA)

Poem of the Deep Song (Federico García Lorca) (selections)

"Suicide in the Trenches" (Siegfried Sassoon)

The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA)

"The Daffodil Murderer" (Siegfried Sassoon)

"The Darkling Thrush" (Thomas Hardy)

"The Old Huntsman" (Siegfried Sassoon)

"The Second Coming" (William Butler Yeats)

The Wasteland (T. S. Eliot) (EA)

INFORMATIONAL TEXTS

Essays

“Crisis of the Mind” (Paul Valéry)

“The Fallacy of Success” (G.K. Chesterton) (E)

Nonfiction

Letters to a Young Poet (Rainer Maria Rilke)

The Courage to Be (Paul Tillich) (excerpts)

The Ego and the Id (Sigmund Freud) (excerpts)

Thus Spoke Zarathustra (Friedrich Wilhelm Nietzsche)

Speeches

“Their Finest Hour” (House of Commons, June 18, 1940) (Winston Churchill) (EA)

ART, MUSIC AND MEDIA

Art

Georges Braque, *Candlestick and Playing Cards on a Table* (1910)

Henri Matisse, *Blue Nude* (1952)

Joan Miro, *The Potato* (1928)

Kurt Schwitters, *Untitled (Oval Construction)* (1925)

Pablo Picasso, *Reading at a Table* (1932)

Piet Mondrian, *Composition No. III* (1921, repainted 1925)

Music

Flamenco guitar music (such as that performed by Carlos Montoya or Paco Peña)

Ludwig van Beethoven, String Quartet No. 15 in A Minor, Op. 132 (1825)

SAMPLE ACTIVITIES AND ASSESSMENTS

Note: After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar or essay question. In this way, students generate ideas. (Seminar and essay assignments include more than one question. Teachers may choose one or all of the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Textual evidence should be used to support all arguments advanced in seminars and in all essays. Page and word counts for essays are not provided here, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays.

Scoring Rubric for Seminar

Reading Literature, Argument Writing

Seminar: Paying close attention to the storm scenes and the role of the fool in *King Lear*, how could the play be regarded as an existential work? Write an essay that uses specific textual evidence to support your position. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Reading Poetry, Informative Writing

Seminar: How do *All Quiet on the Western Front* and Sassoon’s war poems influence and contribute to the existential movement? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Research, Reading Literature, Informative Writing

Using texts from this unit or additional outside sources, write a research paper that answers the essential question: Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use textual evidence to support an original thesis statement designed to answer this question. The paper should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, original thinking, the anticipation and addressing of questions or counterclaims, and the proper citation of sources. Your teacher may give you the opportunity to share and refine your initial research questions on the classroom blog in

order to get feedback from your classmates. (RL.11-12.1, RL.11-12.2, RI.11-12.1, RI.11-12.2, RI.11-12.7, W.11-12.7, W.11-12.8)

Reading Literature, Informative Writing

Seminar: Compare and contrast how both *The Mayor of Casterbridge* and *Pygmalion* are concerned with fashioning the perfect individual. How do these texts conform to Auden's *Age of Anxiety*? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Art, Speaking and Listening

Examine the Picasso, Matisse, Mondrian, and Miró images. Do these works of art have anything in common? Do they depict anything you recognize? Do you think they were made for a particular buyer, a patron, or just because the painters wanted to make them? How might you categorize each work, besides "abstract"? How has the artist evolved by the twentieth century to be an untethered individual? Can you see how these artists might be driven by their own artistic tendencies or desires? What are these paintings "about"? (SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5)

Reading Poetry, Argument Writing

Seminar: "The Second Coming" is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not? Write an essay that uses specific textual evidence to support your position. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: Examine how the author reworks classical stories and themes in Anouilh's *Antigone* and/or Camus' *Caligula*. Consider how historical context affects an enduring story or theme. Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.2, SL.11-12.1, W.11-12.5, L.11-12.6)

Reading Literature, Oral Presentation

Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues:

How the passage deals with the question of meaning and meaninglessness

How the passage comments, directly or indirectly, on historical events (SL.11-12.4)

Reading Literature, Argument Writing

Seminar: Was Orwell's classic novel *1984* prophetic? Consider the rise, fall, and endurance in the twentieth century of political regimes that restrict personal freedoms. Write an essay that uses specific textual evidence to support your position. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Poetry, Informative Writing

Seminar: How did Sassoon's war-era poetry contribute to the shaping of existentialism as a philosophy? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: Hesse is a master of blending fantasy and reality. He claims his novel *Steppenwolf* has been "violently misunderstood." Consider it as an existential novel. Why could it easily be misunderstood? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: How is Gregor Samsa's transformation in *The Metamorphosis* a metaphor for the existential experience? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: Compare Anouilh's *Antigone* with Sophocles's *Antigone* (which students read in ninth grade). Cite at least two sources of outside literary criticism. Write an essay that uses specific textual evidence to

support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Argument Writing

Seminar: Paying close attention to *Hamlet*'s soliloquies, how can *Hamlet* be regarded as a work of existentialism? How does it apply to Auden's concept of anxiety? Write an essay that uses specific textual evidence to support your position. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Speaking and Listening

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Informative Writing

Seminar: Consider *Mother Courage and Her Children* as an allegorical, moral tale where war is depicted as a business. What moral is presented by the story? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Poetry, Informative Writing

Seminar: Consider musical allusions and their contribution to the meaning of twentieth-century poetical works using Eliot's *Four Quartets* and/or Lorca's *Poem of the Deep Song*. What musical characteristics highlight the themes in the poetry? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: What social values are discarded in the dystopian works *1984* and/or *Brave New World*? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Poetry, Informative Writing

Seminar: How does Auden's "September 1, 1939" (in *The Age of Anxiety*) shed light on the works studied in this unit? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Reading Poetry, Informative Writing

Seminar: Relate the loss of hope and despair to one of the dystopian novels in this unit to Hardy's poem "The Darkling Thrush." From where does this hopelessness derive in both texts? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Reading Literature, Informative Writing

Seminar: Compare the outcasts in two dystopian works in this unit, *1984* and *Brave New World*. How are their struggles different? How are they similar? Write an essay that uses specific textual evidence to support an original, concise thesis statement. (RL.11-12.4, SL.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, L.11-12.6)

Curriculum Scope & Sequence

School First State Military Academy

Grade or Course Health

Unit Order	Learning Targets	Theme/Big Idea/Concept
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	
Unit 1 Alcohol, Drug, and Tobacco Use	Students will learn about risks and effects, choices, and peer influence. Prescription drugs and appropriate use. A safe and healthy home; CPR training, first aid,	Negative effects and illegality of drug/alcohol/tobacco use. Long term effects of abuse.
Unit 2: Injury Prevention Domestic Violence Prevention (from Delaware Coalition Against Domestic Violence) Personal safety	Identification of healthy relationship behavior and domestic violence prevention Personal safety, driving safety, and suicide prevention	Personal health can impact lifelong happiness and can address the happiness of others.
Unit 3: Mental Health Students will examine mental health impacts on wellness Personal mental health surveys Drugs and mental health	Personal assets, emotional health, anger management, conflict resolution, stress management, interpersonal relationships Additional impact of person, family and friends	Mental health impacts wellness Drugs may impact relationships and personal mental health
Unit 5: Personal Health Care and Community Health	Daily health care issues (monitoring personal health) Community health care issues (prevention, awareness)	Daily health care and awareness leads to increased wellness.
Unit 6: Nutrition Wellness project; students will create a six week plan related to eating and physical fitness and then log progress	Healthy eating, nutrition information, eating and fitness, benefits of physical activity and effects of drugs and alcohol on wellness	Wellness is interrelated between nutrition, fitness, mental health, and overall well-being.

Curriculum Scope & Sequence

School: FSMA Grade or Course: Algebra 1

Teacher:

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme or Big Idea Students will study...	Enduring Understandings Students can use these skills...	Essential Questions
Chapter 1: Foundations for Algebra	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- How to evaluate and simplify expressions - Properties of the real number system - The order of operations - Patterns formed by points plotted in the coordinate plane	- To form a solid foundation for the rest of this algebra course - In other classes, such as Biology, History, and Physics - To determine final costs, stock values, and profit	- How can we evaluate and simplify expressions? - How can we use the properties of the real number system? - How do we follow the order of operations? - What are the patterns formed by points plotted in the coordinate plane?
Chapter 2: Equations	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- How to use inverse operations to solve equations containing variables - Writing equations to represent situations - Simplifying equations before solving	- To compare unit prices for consumer products - To calculate percentages in taxes, tips, interest, and commissions - To create or interpret scale models and drawings - To solve problems in science courses	- How can we use inverse operations to solve equations containing variables? - How can we write equations to represent situations? - How can we simplify equations before solving them?

Chapter 3: Inequalities	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- The properties of inequality - How to solve inequalities by using inverse operations - How to solve inequalities with variables on both sides - How to solve compound inequalities	- In all your future math classes, including Geometry - In other classes, such as Health, Chemistry, and Physics, and Economics - In the real world to plan a budget, to find cost-efficient services, and to set financial goals	- How do we use the properties of an inequality? - How can we solve inequalities by using inverse operations? - How can we solve inequalities with variables on both sides? - How can we solve compound inequalities?
Chapter 4: Functions	DE Content Standards: 1, 2, 4, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Quantitative Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Relationships between variables and determine whether a relation is a function - Relationships in function notation - How trend lines on scatter plots can help you make predictions	- To find values of a function from a graph - To analyze data and make predictions in other courses, such as Chemistry - To calculate total earnings for a certain hourly rate	- How do we determine whether a relation is a function? - What are the relationships in function notation? - How do we use trend lines on a scatter plot to make predictions?
Chapter 5: Linear Functions	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Writing and graphing linear functions - Identifying and interpreting the components of linear graphs, including the x-intercept, y-intercept, and slope	- To solve systems of linear equations in Chapter 6 - To identify rates of change in linear data in biology and economics - To make calculations and	- How do we write and graph linear functions? - How can we identify and interpret the components of linear graphs? - How can we use graphs to

		Graphing and analyzing families of functions	comparisons in your personal finance	analyze families of functions?
Chapter 6: Systems of Equations and Inequalities	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- How to find a solution that satisfies two linear equations - How to find solutions that satisfy two linear inequalities - How to graph one or more linear inequalities on a coordinate plane	- To determine which purchases are better deals - In other classes, such as Economics and Chemistry - To solve linear equations that involve three or more variables in future math classes	- How can we find a solution that satisfies two linear equations? - How can we find solutions that satisfy two linear inequalities? - How can we graph one or more inequalities on a coordinate plane?
Chapter 7: Exponents and Polynomials	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Properties of exponents - Powers of 10 and scientific notation - How to add, subtract, and multiply polynomials by using properties of exponents and combining like terms	- To model area, perimeter, and volume in geometry - To express very small or very large quantities in science classes such as Chemistry, Physics, and Biology - In the real world to model business profits and population growth or decline	- How can we apply the properties of exponents? - How are powers of 10 and scientific notation related? - How can we add, subtract, and multiply polynomials?
Chapter 8: Factoring Polynomials	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication	- Greatest common factors - How to factor polynomials - How to factor special products - How to choose a	- In geometry to solve area problems - In physics to solve quadratic equations - In the real world	- Why are greatest common factors useful? - How can polynomials be factored?

	Connections	factoring method	to calculate dimensions in landscaping, construction, or design work	- How can we factor special products? - How do we know which factoring method to choose?
Chapter 9: Quadratic Functions and Equations	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Identifying and graphing quadratic functions - Transforming quadratic equations - Solving quadratic equations - Using factoring to graph quadratic functions and solve quadratic equations	- To determine the maximum height of a ball thrown into the air - To graph higher-degree polynomials in future math classes, including Algebra 2 - To solve problems about the height of launched or thrown objects in Physics	- How can we identify and graph quadratic functions? - How can we transform quadratic equations? - How do we solve quadratic equations? - How can factoring assist us in graphing and solving quadratic equations?
Chapter 10: Data Analysis and Probability	DE Content Standards: 1, 4, 5, 6, 7, 8 - Numeric Reasoning - Quantitative Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- How to organize data in tables, graphs, and plots - How to find the central tendency of a data set by calculating mean, median, and mode - Writing experimental and theoretical probability as ratios, percents, and decimals - Combinations, permutations, and factorials as extensions of	- To present your findings from science laboratory experiments in an appropriate and accurate graphical form - To be more informed about statistical information in the news and no to be misled by how it is presented	- How do we organize data in tables, graphs, and plots? - How can we find the central tendency of a data set? - How can we write probability as ratios, percents, and decimals - How are combinations, permutations, and factorials extensions of

Chapter 11: Exponential and Radical Functions	DE Content Standards: 1, 2, 3, 4, 5, 6, 7, 8 1. Numeric Reasoning 2. Algebraic Reasoning 3. Geometric Reasoning 4. Quantitative Reasoning 5. Problem Solving 6. Reasoning and Proof 7. Communication 8. Connections	multiplication • Another type of sequence – geometric sequences • Two more types of functions – exponential functions and square-root functions • Radical equations	• To analyze more complicated functions in later math courses, such as Calculus • To explore exponential growth and decay models that are used in science • To make informed decisions about finances	multiplication? • How can we use geometric sequences? • How are exponential functions and square-root functions used? • How can we solve and write radical equations?
Chapter 12: Rational Functions and Equations	DE Content Standards: 1, 2, 5, 6, 7, 8 • Numeric Reasoning • Algebraic Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• How to identify, write, and graph equations of inverse variation • How to graph rational functions and simplify rational expressions • How to solve rational equations	• To build upon your knowledge of graphing and transforming various types of functions • To solve problems involving inverse variation in classes such as Physics and Chemistry • To calculate costs when working with a fixed budget	• How can we identify, write, and graph equations of inverse variation? • How can we graph and simplify rational functions? • How can we solve rational equations?

Curriculum Scope & Sequence

School: **FSMA** Grade or Course: **Algebra 2**

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Students will study...	Students can use these skills...	
Chapter 1: Foundations for Functions	DE Content Standards: 1, 5, 6, 7, 8 - Numeric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Using sets of numbers and their properties - Simplifying algebraic expression and expressions with exponents - Using functions and their graphs to represent situations	- To quickly calculate tips and discounts in your head - To build a foundation for calculus classes - To observe patterns and relationships in science and social studies	- How can we use sets of numbers and their properties? - How can expressions with exponents be simplified? - How do functions and graphs represent situations?
Chapter 2: Linear Functions	DE Content Standards: 2, 5, 6, 7, 8 - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Using properties of equality to write and solve linear equations - Writing and graphing linear functions - Solving problems involving transformations of the linear parent function - Transformations of the absolute-value parent functions	- To model data and make predictions in sports, travel, and financial affairs - In fields such as health, chemistry, physics, and economics - In your future math classes, including Calculus and Statistics	- How can we use properties of equality to solve linear equations? - How do we write and graph linear functions? - How can recognizing transformations of parent functions help us solve problems?
Chapter 3: Linear Systems	DE Content Standards: 2, 5, 6, 7, 8 - Algebraic Reasoning - Problem Solving - Reasoning and Proof	- Graphing systems of linear equations - Graphing systems of linear inequalities - Solving systems of	- To solve more complicated systems of equations - To understand	How can we graph systems of linear equations and inequalities?

	• Proof • Communication • Connections	• linear equations • The three-dimensional coordinate system	• linear systems • In other classes, such as Chemistry, Physics, and Economics • Outside of school to organize fund-raisers, plan a trip, or spend money wisely	• How can we solve systems of linear equations? • How is the three-dimensional coordinate system used?
Chapter 4: Matrices	DE Content Standards: 2, 5, 6, 7, 8 • Algebraic Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Organizing data into matrices • Operating with matrices • Solving systems of equations several ways by using matrices	• As you study other fields of mathematics, such as geometry, statistics, and business math • In competitions that have various scores and degrees of difficulty • Outside of school to set up and manipulate data as you analyze the possible effects of changes	• How can a matrix be used to organize data? • How do matrix operations work? • How can we use matrices to solve systems of equations?
Chapter 5: Quadratic Functions	DE Content Standards: 1, 2, 5, 6, 7, 8 • Numeric Reasoning • Algebraic Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Graphing and transforming quadratic functions • Solving quadratic equations and inequalities • Fitting data to quadratic models • Using and performing operations with imaginary and other complex numbers	• In advanced math classes, including Precalculus • In other classes, such as Chemistry, Physics, and Economics • Outside of school to identify patterns and model data	• How can we graph and transform quadratic functions? • How can we solve quadratic equations and inequalities? • How can we use a quadratic model to fit data points?

					How do we perform operations of complex numbers?
Chapter 6: Polynomial Functions	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Using transformations to graph polynomial functions - Solving polynomial equations - The zeros of polynomial functions - Modeling data with polynomial models	- To solve problems in future math classes, including College Algebra and Trigonometry - To solve real-life problems in physics and graphic arts - To predict the value of stocks - To maximize or minimize volume and area	- How can transformations assist us in graphing polynomial functions? - How can we solve polynomial equations? - How do we find the zeros of polynomial functions? - How can we model data with polynomials?	
Chapter 7: Exponential and Logarithmic Functions	DE Content Standards: 2, 5, 6, 7, 8 - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Exponential functions - Logarithms, the inverse of exponents, and logarithmic functions - Solving problems involving exponents and logarithms	- To solve problems involving compound interest - In scientific fields such as biology and sociology where you collect, organize, and analyze data - In future math classes, including Statistics and Business Calculus	- How can we use exponential, logarithmic, and inverse functions? - How can we solve exponential and logarithmic problems?	
Chapter 8: Rational and Radical Functions	DE Content Standards: 1, 5, 6, 7, 8	Solving problems with variation	In future math classes,	How can we solve problems	

	- Numeric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Simplifying rational and radical expressions - Graphing rational and radical functions - Solving rational and radical equations and inequalities	- including Precalculus - To solve problems in other classes, such as Chemistry, Physics, and Biology - Outside of school to make predictions involving time, money, or speed	- with variation? - How do we simplify, graph, and solve rational and radical expressions and equations?
Chapter 9: Properties and Attributes of Functions	DE Content Standards: 2, 5, 6, 7, 8 - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Multiple representations of functions - Transforming piecewise functions - Performing operations on functions and function inverses - Using various functions to model real-world data	- In all of your future math classes, including Calculus and Statistics - In other classes, such as Health, Chemistry, Physics, and Economics - Outside of school to model data and make predictions in sports, travel, and finance	- How can functions be represented in multiple ways? - How can we transform piecewise functions? - How do we perform operations on functions and inverse functions? - How can we use functions to model real-world data?
Chapter 10: Conic Sections	DE Content Standards: 5, 6, 7, 8 - Problem Solving - Reasoning and Proof - Communication - Connections	- Graphs of parabolas and other conic sections that are not functions - Graphs of conic sections represented by two functions together - Methods for solving systems of nonlinear equations	- In all of your future math classes, including Calculus and Statistics - In other classes such as Chemistry, Physics, and Economics	- How do we graph non-functions? - How can we solve nonlinear systems of equations?

Chapter 11: Probability	DE Content Standards: 2, 4, 5, 6, 7, 8 - Algebraic Reasoning - Quantitative Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Solving problems involving counting and arranging - Finding theoretical, experimental, and binomial probabilities - Analyzing data to include expected value and standard deviation	Outside of school in engineering, architecture, astronomy, photography, and communication	- To find probabilities involved in games and events involving chance - To calculate and report appropriate measures when analyzing data - To form a solid foundation for studies in advanced Statistics	- How can we solve problems involving counting and arranging? - How do we calculate theoretical, experimental, and binomial probabilities? - How can we analyze data and find expected value and standard deviation?
Chapter 12: Sequences and Series	DE Content Standards: 1, 2, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Patterns of numbers, called sequences, and their sums, called series - Patterns to determine whether sequences are arithmetic or geometric - How to write and evaluate sequences and series	- In future math classes, especially Precalculus and Calculus - In Physics classes to model patterns, such as the heights of bouncing objects - Outside of school to calculate the growth of financial investments	- How can we determine whether sequences are arithmetic or geometric? - How can we write and evaluate sequences and series?	

Chapter 13: Trigonometric Functions	DE Content Standards: 3, 5, 6, 7, 8 - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication Connections	- Using trigonometric functions and their inverses - Measuring indirectly using side lengths and angles of triangles - Using angles of rotation and finding arc lengths and circles	- In other math classes, such as Precalculus - In scientific fields such as astronomy, forensics, geology, and engineering - Outside of school in navigation, surveying, drafting, architecture, landscaping, and aviation	- How do we use trigonometric functions and their inverses? - How can we find missing sides and angles of triangles? - How can we find arc lengths and angles of rotation?
Chapter 14: Trigonometric Graphs and Identities	DE Content Standards: 2, 3, 5, 6, 7, 8 - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication Connections	- Problems involving trigonometric functions - Factoring to solve trigonometric equations - Trigonometric function models of real-world problems - Solving trigonometric equations by using algebra and graphs	- In your future math classes, particularly Calculus - In other classes, such as Physics, Biology, and Economics - Outside of school to observe cyclical patterns and make conjectures	- How can trigonometric functions assist us in problem solving? - How can we factor trigonometric equations? - How do trigonometric functions model real-world problems? - How can we solve trigonometric functions algebraically and graphically?

Curriculum Scope & Sequence

School: **FSMA** Grade or Course: **Geometry**

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Students will study...	Students can use these skills...	
Chapter 1: Foundations for Geometry	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Applying basic facts about points, lines, planes, segments, and angles - Measuring and constructing segments and angles - Using formulas to find distance and the coordinates of a midpoint - Identifying reflections, rotations, and translations	- To find distances between cities - To determine how much material is needed to make a rectangular or triangular object - In classes such as Biology, when you learn about gene mapping and in Physics, when you study angles formed by light waves that bounce off objects	- How can we apply basic facts about points, lines, planes, segments, and angles? - How can we measure and construct segments and angles? - How can we find the distance and midpoint between to points? - How can we differentiate between reflections, rotations, and translations?
Chapter 2: Geometric Reasoning	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication	- Inductive and deductive reasoning - Using conditional statements and biconditional statements - Justifying solutions to algebraic equations - Writing two-column,	- When you write proofs in geometry, algebra, and advanced math courses - When you use logical reasoning to draw	- How do we use inductive and deductive reasoning every day? - How can we use conditional and biconditional statements?

	Connections	flowchart, and paragraph proofs	conclusions in science and social studies courses When you assess the validity of arguments in politics and advertising	- How can we justify solutions to algebraic equations? - How can we prove statements in various ways?
Chapter 3: Parallel and Perpendicular Lines	DE Content Standards: 2, 3, 5, 6, 7, 8 - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Parallel and perpendicular lines - Angles formed by parallel lines and a transversal - Lines in a coordinate plane	- In Calculus, to find slopes of lines tangent to curves - In other classes, such as Physics and Economics, to analyze rates of change - In fields such as architecture and construction, to ensure that opposite walls of a building are parallel and adjacent walls are perpendicular	How can we use properties of parallel and perpendicular lines in a coordinate plane to make conjectures about angles?
Chapter 4: Triangle Congruence	DE Content Standards: 2, 3, 5, 6, 7, 8 - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Classifying triangles - Proving triangles are congruent - Using corresponding parts of congruent triangles in proofs - Positioning figures in the coordinate plane for use in proofs - Proving theorems about isosceles and equilateral triangles	- In Algebra 2 and Precalculus - In other classes, such as in Physics when you solve for various measures of a triangle and in Geography when you identify a location using	- How can we classify triangles? - How can we prove that triangles are congruent? - How can we prove theorems about isosceles and equilateral triangles?

				coordinates • Outside of school to make greeting cards or to design jewelry or whenever you create sets of objects that have the same size and shape	
Chapter 5: Properties and Attributes of Triangles	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 • Numeric Reasoning • Algebraic Reasoning • Geometric Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Properties of perpendicular bisectors • Special points, segments, and lines related to triangles • Inequalities in one triangle and in two triangles • Pythagorean inequalities and special right triangles • How to write an indirect proof	• To study trigonometry in Geometry, Algebra, and advanced math courses • To study motion and forces in Physics courses • To estimate travel distances and to assess the validity of indirect arguments outside of school	• How can we use the properties of perpendicular and angle bisectors? • How can we identify special points, segments, and lines related to triangles? • How can we use Pythagorean inequalities and special right triangles? • How can we write an indirect proof?	
Chapter 6: Polygons and Quadrilaterals	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 • Numeric Reasoning • Algebraic Reasoning • Geometric Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Properties of polygons • Properties of special quadrilaterals • How to show that a polygon is a special quadrilateral • How to write proofs involving special quadrilaterals	• To find areas and volumes in Geometry, Algebra, and advanced math courses • To study motion and mechanics in Physics courses • To use devices such as	• How can we use the properties of polygons and special quadrilaterals? • How can we show that a polygon is special? • How can we write proofs	

				cameras and binoculars and to work on hobbies and craft projects outside of school	involving special quadrilaterals?
Chapter 7: Similarity	DE Content Standards: 2, 3, 5, 6, 7, 8 - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Verifying that polygons are similar using corresponding angles and sides - Using properties of similar polygons - Writing proofs about similar polygons	- In Algebra 2 and Precalculus - In other classes, such as in Physics when you study the symmetries of nature, in Geography when you look at the symmetry of many natural formations and in Art - Outside of school to read maps, plan trips, enlarge photographs, build models, and create art	- How can we verify that polygons are similar? - How can we use the properties of similar polygons to write proofs?	
Chapter 8: Right Triangles and Trigonometry	DE Content Standards: 3, 5, 6, 7, 8 - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	- Similarity of right triangles - How to use ratios and proportions to find missing side lengths in right triangles - How to use trigonometric ratios to solve real-world problems	- In your future math classes, especially Trigonometry - In other classes, such as Physics and Physical Education - Outside of school to measure distances, to estimate heights, or to plan a course	- How can we use the properties of similarity of right triangles to find missing side lengths? - How can we use trigonometric ratios to solve real-world problems?	

Chapter 9: Extending Perimeter, Circumference, and Area	DE Content Standards: 3, 4, 5, 6, 7, 8 • Geometric Reasoning • Quantitative Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Areas and perimeters of figures whose vertices are given by ordered pairs • Areas and perimeters of figures whose dimensions are found by using the Pythagorean Theorem • Areas and perimeters of figures in customary and metric units • Proofs of formulas for area and perimeter	for hiking or kayaking • In your future math classes, such as Calculus, to find the area under a curve • In other classes, such as in Geography to find lengths of borders and areas of countries • Outside of school to plan a garden, analyze data in the newspaper, and solve puzzles	• How can we find area and perimeter of figures whose vertices are given as ordered pairs? • How can we find area and perimeter of figures whose dimensions are found using the Pythagorean theorem? • How can we prove the formulas for area and perimeter?
Chapter 10: Spatial Reasoning	DE Content Standards: 3, 5, 6, 7, 8 • Geometric Reasoning • Problem Solving • Reasoning and Proof • Communication • Connections	• Properties of three-dimensional figures • The surface areas and volumes of three-dimensional figures • The effects of changing dimensions of three-dimensional figures proportionally	• In all your future math classes, including Precalculus • To study other fields such as chemistry, physics, and architecture • To solve problems concerning interior design, packaging, and construction	• What are the properties of three-dimensional figures? • How can we find the surface area and volume of three-dimensional figures? • How does changing the dimensions of three-dimensional figures affect proportionality?
Chapter 11: Circles	DE Content Standards: 2, 3, 5, 6, 7, 8 • Algebraic Reasoning	• Solving problems involving circles • Finding lengths,	• In Algebra 2 and Precalculus • In other	• How can we solve problems involving

	- Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	angle measures, and areas associated with circles Applying circle theorems to solve a wide range of problems	classes, such as in Biology when you explore cells, in Physics when you study the laws of motion and kinematic principles, and in Art when you create images To calculate distances, interpret information in newspaper and magazine charts, and make designs	circles? - How can we find lengths, angle measures, and areas of circles? - How can we use the circle theorems to solve problems?
Chapter 12: Extending Transformational Geometry	DE Content Standards: 1, 2, 3, 5, 6, 7, 8 - Numeric Reasoning - Algebraic Reasoning - Geometric Reasoning - Problem Solving - Reasoning and Proof - Communication - Connections	Rules for transformations in the coordinate plane - Transformations that preserve congruence of figures - Properties of figures such as symmetry	In all your future math classes, including Algebra 2 - In other classes such as Art, Chemistry, Biology, and Physics - To find shortest paths, build furniture, and create artwork	- How can we use the rules for transformations in the coordinate plane? - How can we transform figures without destroying congruence of figures? - How can we use the symmetrical properties of figures?

Curriculum Scope & Sequence

School FSMA Grade or Course PreCalculus

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks		
Review Real number system Cartesian Coordinate System Linear equations Complex numbers Solving inequalities	DE Content Standards: 1, 2, 4, 5, 6, 7, 8 1. Numeric Reasoning 2. Algebraic Reasoning 3. Quantitative Reasoning 4. Problem Solving 5. Reasoning and Proof 6. Communication 7. Connections		
Functions and graphs • Modeling and Equation Solving • Functions and their Properties • The Basic 12 Functions • Building Functions from Functions • Parametric Relations • Transformations • Modeling with Functions Polynomial, Power and Rational Functions • Linear and Quadratic Modeling • Power Functions • Polynomial Functions • Real Zeros of Polynomial Functions • Fundamental Theorem of Algebra • Rational Functions • Solving equations		<i>Mathematical relations and functions can be represented, modeled and analyzed through data to answer and raise questions.</i> <i>The context of a problem determines the reasonableness of a solution</i> <i>Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools</i>	○ Why display data in different ways? ○ What techniques can be used to graph the function? ○ Where do functions impact my world today? ○ How can data be organized and represented using functions that provide insight into the relationship between quantities? ○ Can everything be quantified?

Curriculum Scope & Sequence

School _____

Grade or Course _____

Teacher _____

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks		
Exponential, Logistic and Logarithmic Functions • Exponential and Logistic Functions • Logarithmic Functions • Equation solving and modeling	DE Content Standards: 1, 2, 4, 5, 6, 7, 8 1. Numeric Reasoning 2. Algebraic Reasoning 4. Quantitative Reasoning 5. Problem Solving 6. Reasoning and Proof 7. Communication 8. Connections	<i>Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools</i>	○ How can I determine if a relation is a function? ○ How do the properties of a function contribute to ones understanding of a function ○ How can data be organized and represented using functions that provide insight into the relationship between quantities?
Trigonometric Functions • Angles • Trigonometric Functions of acute angles • Circular Functions • Graphs of Sine and Cosine • Graphs of Tangent, Cotangent, Secant, and Cosecant • Graphs of Composite Trigonometric Functions • Inverse Trigonometric Functions • Solving Problems • Analytic Trigonometry • Fundamental Identities • Proving Identities	DE Content Standards: 1, 2, 4, 5, 6, 7, 8 1. Numeric Reasoning 2. Algebraic Reasoning 4. Quantitative Reasoning 5. Problem Solving 6. Reasoning and Proof 7. Communication 8. Connections	<i>Mathematical relations and functions can be represented, modeled and analyzed through data to answer and raise questions.</i>	○ How does prior knowledge of ratios help in understanding the trigonometric functions? ○ How does the process of measuring an angle in trigonometry differ from that in geometry? ○ How is trigonometry used to find unknown values? ○ Why are certain values undefined for certain functions? ○ How does trigonometry advance innovations in life? ○ What are the trigonometric functions and their relationship to the unit circle and right

• Sum and Difference identities • Multiple-Angle Identities • The Law of Sines • The Law of Cosines Applications of Trigonometry • Vectors in a Plane • Dot Product • Parametric Equations an Motion • Polar coordinates • De Moivre's Theorem			○ triangle? ○ How can data be organized and represented using functions that provide insight into the relationship between quantities?
Analytic Geometry in Two and Three Dimensions • Conic Sections and Parabolas • Ellipses • Hyperbolas • Translation and Rotation Axes • Polar Equations of Conics	DE Content Standards: 1, 3,4, 5, 6, 7, 8 1. Numeric Reasoning 3. Geometric Reasoning 4. Quantitative Reasoning 5. Problem Solving 6. Reasoning and Proof 7. Communication 8. Connections	• <i>Patterns exhibit relationships that can be extended, described, and generalized.</i> • <i>Proving and applying congruence provides a basis for modeling situations geometrically.</i>	○ How does geometry better describe objects? ○ How do geometric models describe spatial relationships? ○ How are geometric shapes and objects classified? ○ How are spatial relationships, including shape and dimension, used to draw, construct, model and represent real situations or solve problems? ○ In what ways can attributes of geometric shapes contribute to mathematical reasoning?
Discrete Mathematics • Binomial Theorem/Pascal's's Triangle • Counting Principles/Permutations & Combinations • Statistics and Data	DE Content Standards: 1,2, 3,4, 5, 6, 7, 8 1. Numeric Reasoning 2. Algebraic Reasoning 3. Geometric Reasoning 4. Quantitative Reasoning 5. Problem Solving 6. Reasoning and Proof 7. Communication 8. Connections	• <i>Mathematical relations and functions can be represented, modeled and analyzed through data to answer and raise questions.</i> • <i>Collecting, organizing, and displaying data</i>	○ Which method of display is appropriate for the given data? ○ Why display data in different ways? ○ How can data be organized and represented using functions that give insight into relationship between

		<i>help to analyze information, make reasonable predictions and informed decisions</i>	quantities? o How can data be organized and represented using functions that provide insight into the relationship between quantities?

Curriculum Scope & Sequence

School First State Military Academy

Grade or Course

Physical Education

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Fitnessgram	All students will take the Fitnessgram at the beginning and end of the course to measure their increase in fitness. Appropriate BML, pulse rates, blood pressure. Benefits, Frequency, Enjoyment, Active participation	Fitness is a lifelong pursuit Fitness is a lifelong pursuit and results in long-term health.	
Unit 1: Lifelong fitness Students will understand BMI and other factors that are indicators of physical fitness	Mechanics, long-handled instruments, teamwork in small groups (tennis) large groups (softball), and individually, strategy.	Some sports provide excellent avenues for lifelong physical fitness.	
Unit 2: Tennis, Golf, softball Students will learn the basics of these sports and learn to play competitively and non-competitively.	Body Mechanics, Muscle and Cardiovascular endurance, Flexibility and Agility, Muscle strength and endurance	Lifelong fitness can be driven individually and in a group. Individuals can set personal fitness goals and achieve those goals.	
Unit 3: Jogging, Yoga/Weightlifting Students will learn to increase their endurance through a self-developed plan that outlines the process to improved fitness outcomes. Students will be introduced to mechanics of each activity and both group and independent time will be provided.			

11th grade American history scope and sequence

UNIT/TIME FRAME/TEXT SUPPORT	DELAWARE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Unit 1 - The South Rebuilds as the Nation Expands Time Frame: 4 weeks Text Support: <i>America: Reconstruction to the 21st Century</i> Chapters 4-5	Geography Standard Two – Students will develop a knowledge of the ways humans modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard One – Students will analyze the potential costs and benefits of	Students will be able to: - describe prominent people and ideas of the period - understand the differences between Lincoln and Johnson's plan for reconstruction - describe the Civil Rights Act of 1866 - understand the role of the Republican Party in the South - explain about the lives of emancipated slaves - demonstrate knowledge of the economic and political power white landowners still had after the war - explain the impact of the Hayes-Tilden race - analyze the clash of cultures that occurred during westward expansion between native Americans and settlers - describe the impact the Dawes Act had on westward expansion - demonstrate mastery of the cattle industry in the West - explain the role of the federal government in settler expansion - compare and contrast the problems associated with living in the great Plains - explain the economic difficulties associated with farming - evaluate the opposing views associated with the proposed economic policy of bimetallism - express why the North and South had different experiences	Geography Standard 2: Students will understand that: -The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Geography Standard 3: Students will understand that: -Places are unique associations of natural environments and cultural modifications. Geography Standard 4: Students will understand that: -A region is a concept rather than a real object on the ground, used to simplify the diversity of places. -Regions must have boundaries to exist, yet there are advantages and disadvantages associated with any real or abstract features used to draw a boundary. History Standard 1: History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 3: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as	Geography Standard 2: -To what extent can people predict the consequences from human alterations to the physical environment? Geography Standard 3: -To what extent does the culture of a place change over time? Geography Standard 4: -How might territorial identity and claims on land over time? History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 1: -Does competition ensure efficiency? -To what extent do government policies affect markets?
Unit 1 continued				

modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard One – Students will analyze the potential costs and benefits of personal economic choices in a market economy. <i>PI – Microeconomics</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.	Barons had on American society. - Examine the contributions Carnegie and Rockefeller - Understand the concepts of Social Darwinism and the gospel of wealth - discuss the effect of the establishment of the labor union movement - discuss the Immigration Movement including the reasons for it and the problems they encountered when they arrived here at America - understand the arguments for and against tariffs and the policies of Harrison and Cleveland towards them - explain how advances in technology and communications accelerated growth in cities and manufacturing - understand why the public education movement came about and why some immigrants resisted - explain the impact the policies of the federal government had that actually encouraged forms of discrimination - learn about the changes in mass culture and the new venues for retail shopping.	Students will understand that: -Places are unique associations of natural environments and cultural modifications. Geography Standard 4: Students will understand that: -A region is a concept rather than a real object on the ground, used to simplify the diversity of places. -Regions must have boundaries to exist, yet there are advantages and disadvantages associated with any real or abstract features used to draw a boundary. History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and	-How might territorial identity and claims on land over time? History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 1: -Does competition ensure efficiency? -To what extent do government policies affect markets? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Unit 2 continued	<i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i>	Students will be able to: • state the causes associated with the Progressive Movement • express in writing the changes in labor law and in the role of government arising from the Progressive Movement • examine job opportunities for non skilled women • examine the increase in female societal protest • examine the impact the muckrakers had on society • critique Teddy Roosevelt's efforts as a trust buster • explain how Taft's version of Progressivism differed from Roosevelt's and the growing division in the Republican Party • examine anti trust legislation and the impact on society • explore Imperialism and the corresponding impact of it in places such as Hawaii, Puerto Rico, along with the Spanish American War • analyze and evaluate the concept of "yellow journalism" • explore the cause of the	production decisions made by all the households, firms, government, and trading partners. Economic Standard 3: -Students will understand that: -Changing economic systems impact standards of living Geography Standard 3: Students will understand that: -Places are unique associations of natural environments and cultural modifications. Geography Standard 4: Students will understand that: -A region is a concept rather than a real object on the ground, used to simplify the diversity of places. -Regions must have boundaries to exist, yet there are advantages and disadvantages associated with any real or abstract features used to draw a boundary. History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.	Geography Standard 3: -To what extent does the culture of a place change over time? Geography Standard 4: -How might territorial identity and claims on land over time? History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history?

Unit 3 continued	History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy, <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Economics Standard Four – Students will examine the patterns and results of international trade. <i>PI – International trade</i>	Panama Canal and the impact on foreign policy - compare and contrast the differences between Roosevelt's "big Stick" foreign policy, Taft's "dollar diplomacy" and Wilson's "moral diplomacy" The students will be able to: - distinguish between causes of World War I, America's role in	History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all the households, firms, government, and trading partners. Economic Standard 3: -Students will understand that: -Changing economic systems impact standards of living Economics Standard 4: Students will understand that: -Nations with different economic systems often specialize and become interdependent as a result of international trade. -Individuals and nations trade when all parties expect to gain.	Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life? Economics Standard 4: -To what extent is a nation's standard of living related to its trading patterns?

Unit 4 – World War I and the 1920's Time Frame: 6 weeks Text Support: <i>The Americans: Reconstruction to the 21st Century</i> Chapters 11-13	Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	- the world before entering it as well as our participation including the new weapons introduced and the use of government sponsored propaganda - examine the impact the War had on civil liberties - explain the Treaty of Versailles, the League of Nations and the political arguments for and against America joining the League. - identify important people and ideas for the period - analyze civil rights through the such events as the rise of the KKK, Sacco and Vanzetti Trial, The Red Scare and Palmer Raids - investigate the impact of immigration quota's and why the government developed such policies - explain Harding's Return to Normalcy policy and the Teapot Dome Scandal - describe using examples to show why the economy in the 1920's was unstable - underneath a successful veneer, this will also include an examination of farmers - examine the impact the Scopes Trial and The Volstead Act had on Society - identify the importance of a new genre of writers, the Jazz Age and the Harlem Renaissance in America's culture - explain the development of the NAACP and the great migration north for African American families	Geography Standard 3: Students will understand that: -Places are unique associations of natural environments and cultural modifications History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all the households, firms, government, and trading partners. Economics Standard 3: -Students will understand that:	Geography Standard 3: -To what extent does the culture of a place change over time? History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Unit 4 continued	- explain the events of the day that the "Crash" occurred on October 29, 1929 The student will be able to: - use examples to show the impact the Depression had on America - examine the policies enacted by Hoover to combat the Depression - analyze the sweeping changes associated with FDR and the New Deal, this will include but not be limited to: the shift politically that encompassed the Democrat fear of socialism, and "court packing" of the Supreme Court - examine the role movies and radio had in the culture and how the government took a major role in promoting art and literature creation - explain why the Tennessee Valley Authority is a prime example of the New Deal philosophy. - describe the people and ideas for the period - discuss Stalin's push to modernize Russia - understand the Spanish Civil war and explain why individual Americans and the Governments of Germany and Italy both played roles in the	Changing economic systems impact standards of living	History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?
Unit 5 – The Great Depression Time Frame: 4 weeks Text Support: <i>The Americans</i>, Reconstruction to the 21st Century Chapters 14-16	History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy, <i>PI – Macroeconomics</i> Economics Standard Three – Students will	History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and	History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Unit 5 continued	understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	Spanish Civil War • give examples that illustrate the Fascist invasion of Ethiopia • describe the Blitzkrieg invasion tactics of the Luftwaffe and how the Nazi army conquered much of mainland Europe in a relatively easy manner • use examples to describe the Pacifist movement in England and France • examine the British efforts at stopping the Nazis after France fell and before America joined the Allies • define the status of Nazi-Soviet relations before and in the beginning of the war • describe the causes and means of the persecution of the Jews and other minorities in Germany and other conquered lands including the Holocaust • understand the resistance movements including that of Wallenberg, the Jews, and the French • give examples that demonstrate mastery of the American lend-lease program and the political realities of America entering the war • discuss Pearl Harbor and its impact on America entering the war • discuss why Japanese-American's were interred Students will be able to: • explain the two war theatres across both seas • see how America prepared for	production decisions made by all the households, firms, government, and trading partners. Economic Standard 3: -Students will understand that: -Changing economic systems impact standards of living	

Unit 6 – America Enters World War II Time Frame: 3 weeks Text Support: <i>The Americans</i>, Reconstruction to the 21st Century Chapter 17	History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i>	war via items such Victory Gardens and "Rosie the Riveter" • use examples to explain the campaign in Africa and other crucial battles such as Dunkirk, Leningrad, D-Day, the Bulge • discuss the war's end and the realignment of world power along with the Yalta Conference	History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.	History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history?
Unit 7: Post World War II America; 1945-1963 Text: <i>The Americans: Reconstruction to the 21st Century</i>	History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i>	The students will be able to: • describe the Cold War • explain the Berlin Blockade, Truman Doctrine and Marshall Plan • use examples to discuss what the purpose of NATO was • examine the conflict between Truman and McArthur over the Far East • discuss the rise of McCarthyism and the Red Scare • give examples to explain the Rosenberg Trial, the House Un-American Activities Committee and Hollywood black lists • evaluate why the GI Bill changed American society • discuss the growths of the suburbs • explore the mass culture impact of TV and radio in the culture	History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as	History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely

Chapters 18-20	History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	• explain why all American's were still lagging behind in societal gains • describe the people and ideas of the period • understand the impact of Brown v. Board of Education in reinvigorating the civil rights movement • explain why the election of 1960 was different from earlier ones due, among other reasons, to TV and having the first Catholic on the ticket • explain the Kennedy/Camelot image. • explain the events surrounding the Bay of Pigs • discuss why TV was changing the political landscape • explain the goals and impact of the New Frontier • use examples to define America's space program • discuss JFK's assassination and the impact on Society Students will be able to: • explain the Great Society • explore the importance of Supreme Court rulings such as Miranda and Gideon • use examples to show the impact of Jim Crow laws on African Americans • explain the evolution of the Civil	they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all the households, firms, government, and trading partners. Economic Standard 3: -Students will understand that: -Changing economic systems impact standards of living	unbiased history? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?
	History Standard One – Students will	• explain the evolution of the Civil	History Standard 1: -History is often messy, yet a historian	History Standard 1: -Were contemporary issues also problematic for past societies? Why

Unit 8: The Turbulent Sixties and Nixonian Politics Textbook: <i>The Americans: Reconstruction to the 21st Century</i> Chapters 21-24 Time: 4 weeks	employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i>	Rights Movement from events such as Montgomery, Birmingham, Selma, school integration and leaders such as King and Bond to the split headed by leaders such as Malcolm X and Stokely Carmichael • use examples to show the escalation of the involvement in Vietnam including theories such as the Domino Theory, events such as Tonkin Gulf, Cambodia bombing, and the invasion of Laos • use examples to explain the growing political division at home due to Vietnam • discuss the racial strife and violence in American cities • use examples to explore America's place in the world after we exited Vietnam • explain the National Organization of Women's Roe V. Wade and changing attitudes towards birth control in society • discuss the counter culture movement into American life • describe the people and ideas • explain the price control policies under Nixon • discuss the new era in world relations when Nixon went to China • explore the causes and impact of Watergate including political loss and gain for the Republican and Democratic party	must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Civics Standard 3: -Students will understand that : Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.	are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Civics Standard 3: -Are people responsible for obeying a law if they don't agree with it?

Unit 9: The United States Enters the end of the 20th Century 1975- Textbook: <i>The Americans: Reconstruction to the 21st Century</i> Chapters 24-26 Time: 3 weeks	History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	Students will be able to: • use examples to how Ford healed the nation after Nixon resigned • explain how Betty Ford's candor impacted society • discuss Jimmy Carter's term in office including the economic struggles, the societal "malaise" and the hostage crisis in Iran • explore the aftermath of 3 Mile Island and the impact on the energy situation including the gas crisis • explain using examples the rise of the conservative movement • explore the impact on consumers that de-regulation had in some businesses • use examples to show the growth of the gay rights movement. • discuss how women gained political strength • express how the breakup of the USSR changed our foreign policy • evaluate how the movement for freedom in China and South Africa, among other places, have impacted our world relations • examine the first war in Kuwait • critique the Clinton impeachment and its impact on society • explore how our lives have been impacted by the internet and communications revolution	History Standard 1: -History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. History Standard 2: -Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. History Standard 3: -What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Economics Standard 2: -Students will understand that: -A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all the households, firms, government, and trading partners. Economic Standard 3: -Students will understand that: -Changing economic systems impact	History Standard 1: -Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? -To what extent can we learn from studying historical responses to societal problems? History Standard 2: -Does differentiating between fact and interpretation matter? History Standard 3: -Is there such a thing as completely unbiased history? Economics Standard 2: -Why is our economy interdependent? Economics Standard 3: -Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

standards of living				

Curriculum Scope & Sequence

School FSMA Grade or Course Civics

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, or Grade Expectations, or Grade Cluster Benchmarks	INSTRUCTIONAL OBJECTIVES	Theme or Big Idea	Enduring Understandings	Essential Questions
Unit 1 – Introduction to Civics Time Frame: 1 week Text Support: <i>Civic Responsibilities and Citizenship</i> Chapters 1 and 2	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	Students will be able to: • identify key terms • state why government is necessary • explain the difference between direct and representative democracy • use examples to show the ways people can become naturalized citizens • describe the federal governmental controls of the immigration process • describe the immigration pattern history of the United States • draw a chart detailing how our system of government is related to that of Great Britain • describe what common law is • use examples to show why Parliament was in ineffective ruler for the colonies • explain the differences and similarities between the 13 colonies • use examples to show the growing colonial			
Unit 2 – The Architecture of our Democracy					

Time Frame: 1 week Text Support: <i>Civic Responsibilities and Citizenship</i> Chapters 3 and 4	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	frustration with British rule - state and explain the weaknesses of the Articles of Confederation - describe why Shay's rebellion was an important test of the new government. Students will be able to: - describe key terms - discuss the original reason behind the Constitutional Convention - explain why the small states were against the Virginia Plan - illustrate on a chart or in a report why the check and balance system was so important - explain using examples why the Preamble of the Constitution was so important - discuss how the Constitution expresses the notion of popular sovereignty - discuss the mechanisms the Founding Fathers installed to allow for future changes - describe the difference between a strict and a loose interpretation of the Constitution - express how the Bill of Rights illustrates the idea behind limited government - describe how Amendments 5 & 6 protects the rights of the accused - describe in detail how the		
Unit 2 continued				
Unit 3 – Being an Active and Aware Citizen Time Frame: 4 weeks Text Support: <i>Civic Responsibilities and</i>				

<i>Citizenship</i> Chapters 5-8	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	First Amendment is a cornerstone of our democratic society • tell the conditions governing freedom of assembly • express the importance of the 14th Amendment • discuss why Amendment 17 gave Americans more input to their government. Students will be able to: • identify the key terms • explain what gives us our rights as citizens • describe the 2 specific rights coming from 14th Amendment • discuss how the Civil Rights amendments expanded individual liberties • explain the 3way using examples that taxes are paid • discuss the responsibility to respect others privacy • describe why community services will vary from place to place • list the main actions needed for a local community to be safe • describe how the 2 party system operates • list the disadvantages of a 1 party system and a 2 party system • explain what the role has been of 3rd party candidates		

Unit 4 - Our Federal System of Government Time Frame: 4 weeks Text Support: <i>Civic Responsibilities and Citizenship</i> Chapters 9-12 Unit 4 continued	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American	• discuss the success the Populist party had in shaping American political ideas • express the jobs that come with being politically active • the role a national convention plays in the political process • describe the ways parties and candidates communicate with voters • explain the marketing associated with running for office • list the groups not allowed to vote • discuss how African Americans faced resistance in their efforts to vote • explain the 3 ways used to nominate candidates for office • describe the potential impact of endorsements • explain the role that PACS have in the electoral process • discuss media projections of the winners • describe the winner take system in the electoral college • list the factors that impact a person opinion on public policy issues • discuss why and how interest groups are formed and their role in our democracy • explain and illustrate the propaganda techniques commonly used in campaigns		

Unit 4 continued	political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	• describe what a lobbyist does • explain the principles of the 1946 law governing federal lobbying. Students will be able to: • identify the key terms • discuss the Constitutional requirements for running and serving as a member of Congress • describe the impact the Census has on the number of Representatives seats apportioned to each state using examples show what the leadership of both parties in Congress is responsible for • understand the difference between select versus standing committees • list the 3 special powers Congress has because of the Constitution • discuss the difference between implied and expressed powers • describe how bills are introduced in the House and Senate • state the 3 ways votes are cast in Congress • explain why no president before FDR was elected for more than 2 terms • discuss what the presidential selection act of 1947 was enacted • explain what the federal bureaucracy is and does		

Unit 5 - Our state government system Time Frame: 2 weeks Text Support: <i>Civic Responsibilities and Citizenship</i> Chapters 13-15 Unit 5 continued	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the	• discuss the limits a President has on making appointments mandated by the Constitution • state the purposes of the President's state of the union address • explain why the president's role as commander in chief is important • be familiar with the President's Cabinet and understand the roles of the Secretary of State and Attorney General • explain the responsibilities of the FBI and CIA • list the 3 main departments of the US Department of the Treasury • describe the membership of the Joints Chiefs of Staff • explain why the departments of energy and education have been created in the past 30 years • describe what executive agencies are • explain why regulatory commissions are independent of political pressure • discuss why 'red tape' is endemic to a huge bureaucracy • illustrate what the spoils system was and why it has changed • state the 3 areas the federal courts have exclusive jurisdiction			
Unit 6 - The Law and You Time Frame: 2 weeks					

Text Support: <i>Civic Responsibilities and Citizenship</i> Chapters: 16-17	responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	• understand the times when state and federal courts share concurrent jurisdiction • describe what district courts do • explain what appeal court judges do • describe the important Marbury v. Madison principal of judicial review • list and explain the 2 ways Congress can avoid following a Supreme Court ruling • explain key aspects of what happens when the Supreme Court is convened • state what happens to a case if the Supreme Court has a tie vote.		
Unit 6 – The Law and You continued Unit 7 America and the World Time Frame: 4 weeks Text support: <i>Civic Responsibilities and Citizenship</i> Chapters 22-24	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system.	Students will be able to: • identify key ideas • compare and contrast the 3 features in both the state and the US constitution • explain what the significance of the supremacy clause means • compare and contrast the roles of Governor and President • list the judicial powers given to governors • discuss how state legislatures are comparable to the Congress • explore problems facing states today		

	<i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	• describe the types of courses handled by lower states courts • identify the 3 differences between lower and higher state courts • examine a county commission style of government • examine a city manager style government • discuss why many cities are experiencing financial trouble • explain what a city/county planning commission does • identify sources of non tax revenue that cities can utilize • discuss what local governments, where applicable, have done to better public education • explain the relationship between housing values and taxation • discuss community volunteerism and the impact it has on city/county life • give details of commonly shared environmental concerns Students will be able to: • identify key terms • name the 4 components of a good law • explain the English influence on our legal system • discuss how the judiciary		
	Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i>			

	Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>	- impacts the law making process - explain why treason is specifically mentioned in the Constitution as a crime - describe what 'taking the 5th' means - name the 3 rights that guarantee individuals will have adequate defense counsel - name 3 laws that govern you - give 2 common reasons people file lawsuits - describe what a suit of equity involves - explain why so called victimless crimes actually can inflict harm on others - describe the parole and probation system - explain the process that makes up the pre-trial system - give examples that show the purpose of plea bargaining - state the 4 rules the Supreme Court established for juvenile crime - explain the special protections afforded to minors in juvenile courts Students will be able to: - identify the key terms - describe the British parliamentary system of government - explain the role of the			

		• monarchy in Britain • compare and contrast the British and American systems of government • describe totalitarian governments • explain what happened to these governments of Germany, Japan, and Italy after WWII • describe the relationship America has with Israel, Mexico and Canada • discuss America's current role in Iraq			

Curriculum Scope & Sequence

School FSMA Grade or Course Economics

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	INSTRUCTIONAL OBJECTIVES			
Unit 1 – Introduction to Economics Time Frame: 2 weeks Text Support: Economics, c. 2002, Chapters 1 and 2	Economics Standard One – Students will analyze the potential costs and benefits of personal economic choices in a market economy. <i>PI – Microeconomics</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy, <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Economics Standard Four – Students will examine the patterns and results of international trade. <i>PI – International trade</i>	Students will be able to: • define economics • use examples to explain limited resources versus unlimited wants • use examples to describe scarcity • know and describe the factors of production • use an example to explain a trade off • use an example to explain opportunity costs • explain the concept of production possibility curve • explain the guns versus butter trade off • describe what economic models and hypotheses are and will identify and describe an example of each • explain the value of pure economic solutions			
Unit 2 – Theory and Consumerism Time Frame: 4 weeks	Economics Standard One –				

Text Support: Economics, c. 2002, Chapters 3 – 6 Unit 2 continued	Students will analyze the potential costs and benefits of personal economic choices in a market economy. <i>PI – Microeconomics</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy, <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	The students will be able to: • Students will define what a consumer is • Students will define what disposable and discretionary income is • Students will be able to explain the relationship between education, career choices and earning power • Students will use examples to illustrate of the 3 parts of consumer decision making • Students will utilize the concept of rational choice through a project • Students will define the 3 principles of buying strategy • Students will know the 2 main types of advertising • Students will demonstrate mastery of comparison shopping, warranty usage, brand name and generic considerations when making purchases • Students will understand what consumerism is including rights accorded under law, the history of federal laws to insure consumer safety and how to resolve disputes • Students will use examples to explain what credit is and how interest impacts their ability to repay the debt including what APR means		
Unit 2 continued				

Unit 3 – The Free Enterprise System Time Frame: 4 weeks Text Support: Economics, c. 2002, Chapters 7 – 9	Economics Standard One – Students will analyze the potential costs and benefits of personal economic choices in a market economy. <i>PI – Microeconomics</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy, <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i>	• Students will be able to explain what durable goods are and how installment debt is used for making car and/or mortgage payments along with what points and closing costs are • Students will know the various types of banks and other lending institutions are • Students will do a project to demonstrate mastery over what a credit score is, how it's determined and who determines the ranking • Students will understand what collateral is • Students will do a credit risk analysis to see what an income to debt ratio should look like for good credit score • Students will learn what laws protect them from discrimination and what usury is • Students will be able to explain how bankruptcy works • Students will do a project in which they buy a car and determine insurance and operational costs for a year • Students will learn why saving is important and the various means with which to save • Students will take part in a stock market exercise to illustrate the risk and		

Unit 3 continued		potential rewards with such activity - Students explain various retirement plans that require saving The students will be able to: - explain what demand is and how the law of demand operates - state how the real income effect, substitution effect and diminishing marginal utility impact the quantity demanded for a good or item and it's subsequent price - use examples that show mastery of the elasticity of demand, the impact of complementary goods and what constitutes why some items have elastic or inelastic demand curves - explain the law of supply and realtionship that a supply curve shows between what is supplied and the price charged - know the 4 factors that determine supply in a free market economy - use examples to show how prices serve as signals to consumers and producers of goods - illustrate the impact of shortages and surpluses on prices - explain the effect of price ceilings and price floors on prices			

				• do an exercise where they learn the intricacies of being an entrepreneur that includes the need for proper fiscal management, the impact of government, factors relevant to production and the 4 elements of running a business • learn about the types of businesses: sole proprietorship, partnership and limited partnership and the pros and cons of each • know what assets and unlimited liability are • understand what a corporation is and is not including the role of stocks, boards, taxation and limited liability • explain what the 4 basic economic structures are		

Curriculum Scope & Sequence

School FSMA

Grade or Course 10th Grade World History

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions	INSTRUCTIONAL OBJECTIVES
By unit title and/or time frame World History – Unit 1 An Age of Exchange and Encounter Time Frame: 9 weeks Text Support: McDougall Littell, World History, chapters 10-15	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks Geography Standard One – Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics. <i>PI – Maps</i> Geography Standard Two – Students will develop a knowledge of the ways humans modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One –	Religious and Ethical Systems Empire Building Cultural Interaction Changing Economic Systems Interaction with Environment Trade Networks	Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Places are unique associations of natural environments and human cultural modifications. A region is a concept rather than a real object on the ground, used to simplify the diversity of places. Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. History is often messy, yet a historian must logically	To what extent is competition or interaction between places influenced by their relative location and accessibility? How might the position of a place in a settlement hierarchy affect the life of the people in that place? What makes it likely or unlikely that people and/or goods will flow between two points? Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world? Why are some places more culturally diverse or similar than others? To what extent does the culture of a place	The student will be able to: - describe key people and concepts - give detailed examples of the 6 major religions - Buddhism, Christianity, Islam, Hinduism, Judaism, Confucianism - including their main tenants, practices of worship and location of origin. This will include the forming of such beliefs and conflicts as the religion grew including internal splits and encounters with other groups. Also the culture mores each religion has will be studied. - analyze the Byzantine empire including the code of Justinian, life in ancient
Unit 1 - continued					

Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Two- Students will examine the interaction of individual, families, communities, and governments in a market economy <i>PI – Macroeconomics</i> Civics Standards Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship <i>PI – Participation</i>			organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one's research strategies. A historian must prove where the information can be found that is the basis for historical conclusions. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.	change over time? How might regional analysis help to solve societal problems? To what extent are regional boundaries permanent? What might cause them to change over time? Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? Why is our economy interdependent? How should private citizens and interest groups most effectively communicate with government? How should groups	Constantinople, enemies of the empire, the great schism between eastern and west Christianity and the fall of the city to the Islamic invaders - analyze the historical phenomena of the Russian empire including excerpts from Vladimir's choosing of eastern Orthodoxy for the nation's religion, the Russians freeing themselves from the Mongols and the three Ivans who lead the early nation - compare the growing Turkish empire of the Seljuks and the way the Turks treated their conquered foes - analyze the growing spread of trade and ideas among the kingdoms - describe the Chinese dynasties of Tang and Song and the far sighted technology they developed - explain the Mongol invasions, the ingenious way of arranging their armies and

Unit 1 - continued			Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.	engaged in political activities organize to accomplish their goals?	subsequent Khan empire - discuss Japan in the Heian court, the growth of feudalism, Samurai warrior - explain Charlemagne as an unifying force in Europe and eventual empire, the emergence of feudalism and the role that the Catholic church played in all facets of society - describe the manor system and spread of feudalism - use examples to explain the advent of chivalry, changing role for women, the concept of romanticism - describe the Catholic Church expansion, its secular power and the development of the Holy Roman Empire - compare and contrast the crusades: causes, effects and aftermath - explain the Bubonic plague and a change in the earth's climate - describe why

– Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Three – Students will understand different types of economic			The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Places are unique associations of natural environments and human cultural modifications. A region is a concept rather than a real object on the ground, used to simplify the diversity of places. Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of	To what extent can people predict the consequences from human alterations to the physical environment? Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world? Why are some places more culturally diverse or similar than others? To what extent does the culture of a place change over time? How might regional analysis help to solve societal problems? To what extent are regional boundaries permanent? What might cause them to change over time? Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to	contrast the various North American settlements - describe the Mayan civilization with a focus on their city-state structures and religious practices - examine the Aztec civilization in Central Mexico - describe the Inca mountain empire - compare and contrast the 3 South American civilizations - describe The Renaissance's impact on culture and technology and education - describe the origins of Luther and the subsequent Reformation - use examples to show the impact the Reformation had on Christianity such as the beginnings of Calvinism and Presbyterianism as well as the steps the Catholic church took as a result - describe the Ottoman empire from beginning to apex to it's decline - explain the Safavid civilization and it's

systems and how they change. <i>PI – Economic Systems</i> Economics Standard Four – Students will examine the patterns and results of international trade. <i>PI – International trade</i> Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i>			sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. A historian must prove where the information can be found that is the basis for historical conclusions. What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn. History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.	societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? Does the way research is conducted matter? To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history? Why do some economies in transition experience success and others fail? Why might citizens of a society question whether an increase in the standard of living improves the quality of life? To what extent is a nation's standard of living related to its trading patterns?	roots from cultural blending - state the accomplishments and impact of the Mughal empire in India - analyze the growth of European exploration and trading in the East - explain the rivalry between the Portuguese and Spanish - describe life in China under the Ming and Qing dynasties and the change in attitude towards dealings with European nations - use examples to show what life was like in Japan under a feudal system and the shift in contact between Europe and the Japanese - explain how Spain built an empire in the America's - describe how colonial settlements in North America grew - use examples to show the slave trade with African nations began and grew - discuss the growth

Unit 3 – Absolutism to Revolution	Geography Standard One – Students will develop a	Power and Authority	Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology. Changing economic systems impact standards of living. Individuals and nations trade when all parties expect to gain. Nations with different economic systems often specialize and become interdependent as a result of international trade. Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. Governments are structured to address the basic needs of the people in a society. Mental maps summarize differences and similarities	How might changes in trading patterns affect the distribution of income and quality of life globally? What is the relationship between the political culture and experiences of a country and the form and structure of its government?	of global trade, the theory of Mercantilism and the Columbian exchange
				To what extent is competition or	The students will be able to: • identify the key

Time Frame: 8 weeks Text Support: World History - Chapters 21-24 Unit 3 – continued	personal geographic framework, or “mental map,” and understand the uses of maps and other geographics. <i>PI – Maps</i> Geography Standard Two – Students will develop a knowledge of the ways humans modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret	Science and Technology Revolution Economics: Control & Gaps Cultural Interaction	about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. The ways mapped patterns are analyzed and used help solve societal problems. The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. A region is a concept rather than a real object on the ground, used to simplify the diversity of places. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be	interaction between places influenced by their relative location and accessibility? How might the position of a place in a settlement hierarchy affect the life of the people in that place? What makes it likely or unlikely that people and/or goods will flow between two points? How might societal problems be posed so that they are open to solution through geographic map analysis? Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world? To what extent does the culture of a place change over time? How might regional analysis help to solve societal problems? To what extent are regional boundaries permanent? What might cause them to change over time?	- people and concepts discuss and describe the Spanish Empire including the relationship between King Phillip and Queen Elizabeth of England - use examples to illustrate the reign of Louis XIV and the various power struggles affecting Europe resulting in warfare - discuss the reign of Peter the Great and the formation of a modern Russia - describe the origins and impact of the Scientific Revolution - use examples to illustrate the beginnings of the Enlightenment and the effect it had on society - describe how the enlightenment spread and the impact the enlightenment had on revolutions in the Americas - describe the beginnings of the French revolution - analyze the impact of the Revolution as it spread and the
Unit 3 – continued					

historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard One – Students will analyze the potential costs and benefits of personal economic choices in a market economy <i>PI – Microeconomics</i> Economics Standard Two – Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy <i>PI – Macroeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy <i>PI- Government</i>			accurate, yet may not be equally relevant to the specific topic at hand. Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. A historian must prove where the information can be found that is the basis for historical conclusions. What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn. History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical	Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? Does the way research is conducted matter? To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history? To what extent do government policies affect markets? How might government	accompanying Reign of Terror - investigate the rise of Napoleon and the subsequent empire he creates - discuss the initial collapse of the Napoleonic empire, his attempt at a comeback and his final exile - discuss what the Congress of Vienna was and what the goals of Metternich and others were - examine how the movement for independence took root in Latin America - describe the growing nationalist movement in Europe including how Italy & Germany became nations at the expense of smaller city states and provinces

			phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. Due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services. A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange. Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. Changing economic systems impact standards of living. Governments are structured to address the basic needs of the people in a society.	policy decisions affect the stability of the economy? Why do some economies in transition experience success and others fail? Why might citizens of a society question whether an increase in the standard of living improves the quality of life? What is the relationship between the political culture and experiences of a country and the form and structure of its government?	
Unit 4 – Industrialism and the Race for Empire Time Frame: 3 weeks Unit 4 – continued	Geography Standard One – Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-	Revolution Power and Authority Comparative Economics	Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas	To what extent is competition or interaction between places influenced by their relative location and accessibility?	The students will be able to: • identify key concepts and people • describe the origins of the industrial

Text Support: World History, Chapters 25-28	graphics. <i>PI – Maps</i> Geography Standard Two – Students will develop a knowledge of the ways humans modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop	Economic Transformation Empire Building Science and Technology Industrialization Imperialism	between peoples. Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Places are unique associations of natural environments and human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. A region is a concept rather than a real object on the ground, used to simplify the diversity of places. Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain	How might the position of a place in a settlement hierarchy affect the life of the people in that place? What makes it likely or unlikely that people and/or goods will flow between two points? To what extent can people predict the consequences from human alterations to the physical environment? Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world? Why are some places more culturally diverse or similar than others? To what extent does the culture of a place change over time? How might regional analysis help to solve societal problems? To what extent are regional boundaries permanent? What might cause them to change over time?	revolution including new inventions and the subsequent impact on society such as cities, use of resources, child labor, and housing along with why England was ready for such an event detail the spread of the Industrial Revolution throughout Europe and America explain the changes in life throughout the globe that helped to cause social, political and economic reforms examine the progress made in science and technology discuss the means that allowed Africa to be split amongst European Powers describe how European influence infiltrated the former Ottoman Empire in the Middle East use examples to show the British domination of India and the nascent birth for nationalism starting there explain the impact

historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard One – Students will analyze the potential costs and benefits of personal economic choices in a market economy <i>PI – Microeconomics</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy <i>PI- Government</i>			cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. A historian must prove where the information can be found that is the basis for historical conclusions. What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize,	Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? Does the way research is conducted matter? To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history? To what extent does economic self-interest (individual consumers and producers) contribute to the greater	of European Imperialism in Southeast Asia - describe how the Chinese resisted additional outside influences and the growth of Chinese nationalism - explain why Japan embarked on a course of Imperialism - use examples to show why and how the United States on Latin American nations that were starting on their path to democracy

			and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn. History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences. Due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services. Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers. Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received. Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. The way societies make economic decisions depends	good? Does competition ensure efficiency? To what extent do government policies affect markets? How might markets create incentives that impact decisions of individual consumers, producers, and government? Why do some economies in transition experience success and others fail? Why might citizens of a society question whether an increase in the standard of living improves the quality of life? What is the relationship between the political culture and experiences of a country and the form and structure of its government?	

Unit 5 The World at War Time Frame: 7 weeks Text Support: World History chapters 29-32			on cultural values, availability and quality of resources, and the extent and use of technology. Changing economic systems impact standards of living. Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. Governments are structured to address the basic needs of the people in a society.		
Geography Standard One – Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics. <i>PI – Maps</i> Geography Standard Two – Students will develop a knowledge of the ways humans modify and respond to the natural environment. <i>PI – Environment</i> Geography Standard Three – Students will develop an understanding of the diversity of human culture and the unique nature of places. <i>PI – Places</i> Geography Standard Four – Students will develop an understanding of the		Power and Authority Revolution Science and Technology Wartime Economies Empire Building Economic Collapse	Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between people. Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. Places are unique associations of natural environments and	To what extent is competition or interaction between places influenced by their relative location and accessibility? How might the position of a place in a settlement hierarchy affect the life of the people in that place? What makes it likely or unlikely that people and/or goods will flow between two points? To what extent can people predict the consequences from human alterations to the physical environment? Why might focusing on how people perceive the	The student will be able to: • identify key people and places • describe and explain the various causes that led the world into war • use examples to illustrate the fighting on the eastern and western fronts in Europe • explain how new weaponry made the devastation unlike that of any other war • discuss the American viewpoint towards entering the war prior to 1916 and then afterwards • explain how the allies pushed towards victory

Unit 5 – continued	character and use of regions and the connections between and among them. <i>PI – Regions</i> History Standard One – Students will employ chronological concepts in analyzing historical phenomena. <i>PI – Chronology</i> History Standard Two – Students will gather, examine, and analyze historical data. <i>PI – Analysis</i> History Standard Three – Students will interpret historical data. <i>PI – Interpretation</i> History Standard Four – Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <i>PI – Content</i> Economics Standard Three – Students will understand different types of economic systems and how they change. <i>PI – Economic Systems</i> Economics Standard Four – Students will examine the patterns and results of international trade. <i>PI – International trade</i>		human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place. A region is a concept rather than a real object on the ground, used to simplify the diversity of places. Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand. Many different types of sources exist to help us gather information about the past, such as artifacts and	risks and resources of the natural environment help to explain human behavior in different parts of the world? To what extent does the culture of a place change over time? How might regional analysis help to solve societal problems? To what extent are regional boundaries permanent? What might cause them to change over time? Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems? What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? Does the way research is	• discuss the carnage the war had wrought in Europe • explain the goals of the Treaty of Versailles and how the actual peace plan was flawed • describe the events that led up to the Russian Revolution • use examples to describe how Russia had went from a monarchy to a totalitarianism society and what such a society was like • explain the crisis in china as nationalists and communists vie for control of the nation • discuss why the nationalist movement in India and Southeast Asia gained strength • discuss in detail the causes and effects the worldwide depression had on nations especially those such as the German Weimar Republic • use detailed examples to show how economic unrest was used by fascist movements to obtain power in Italy and Germany

Civics Standard One – Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <i>PI: Government</i> Civics Standard Two – Students will understand the principles and ideals underlying the American political system. <i>PI: Politics</i> Civics Standard Three – Students will understand the responsibilities, rights, and privileges of United States citizens. <i>PI: Citizenship</i> Civics Standard Four – Students will develop and employ the civic skills necessary for effective, participatory citizenship. <i>PI: Participation</i>			documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one's research strategies. A historian must prove where the information can be found that is the basis for historical conclusions. What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions. Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn. History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these	conducted matter? To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history? Why do some economies in transition experience success and others fail? Why might citizens of a society question whether an increase in the standard of living improves the quality of life? To what extent is a nation's standard of living related to its trading patterns? How might changes in trading patterns affect the distribution of income and quality of life globally? To what extent should developed nations trade with less developed nations? What is the relationship between the political	- analyze the efforts of the democratic nations to avoid war - examine the attempts of the fascist powers to acquire more territory through threats and attack - describe using examples how the Nazi's quickly and forcefully overran and then occupied much of greater Europe and Northern Africa - discuss the Japanese expansion of power in the Far East - analyze the causes, effects and long term impact of the Holocaust - summarize how the Allies turned the tide of the war in both theaters and the events that led to the end of the war - explain how much of Europe and Japan was in economic and social chaos at war's end and the need for plans to bring stability back to these nations

Unit 5 – continued			differences. Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services. The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology. Changing economic systems impact standards of living. Individuals and nations trade when all parties expect to gain. Nations with different economic systems often specialize and become interdependent as a result of international trade. Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations. Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority. Governments are structured to address the basic needs of the people in a society.	culture and experiences of a country and the form and structure of its government? To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more? Under what conditions might political parties evolve or collapse? What problems would arise if a government failed to adapt to changing needs and desires of the people? To what extent do the structures and traditional processes of government minimize the dangers of change? What are the consequences of citizens not participating in democracy? How should private citizens and interest groups most effectively communicate with government? How should groups

			The principles and ideals underlying American democracy are designed to promote the freedom of the American people. Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction. Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.	engaged in political activities organize to accomplish their goals?	

Curriculum Scope & Sequence

School FSMA

Grade or Course Spanish I

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks			
Preliminary Chapter and Unidad 1- <i>Mi mundo~Estados Unidos</i> Time Frame- 10 weeks	Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Students will be able to: ▪ Greet others ▪ Introduce Others ▪ Say where people are from ▪ Express likes ▪ Describe others ▪ Describe clothing ▪ Describe family ▪ Ask and tell ages ▪ Talk about birthdays in Hispanic countries ▪ Express possession ▪ Give dates ▪ State facts about traditional holidays			

Unidad 2- <i>Una semana típica- Ciudad de Mexico</i> Time Frame- 15 weeks Text Support- <u>En Español Uno</u> (McDougal Littell)	traditional holidays in Mexico compare holidays of U.S. to those of Mexico Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Students will be able to: • describe classroom objects • Say how often they do something • Discuss obligations • Talk about schedules • Ask and tell time • Ask questions • Say where they are going • Request food • Discuss plans • Talk about places and things • Compare eating habits and daily schedules of Mexico to those of the U.S. • Use pie charts to interpret data Spanish speaking immigrants to the U.S.			

Unidad 3- <i>El fin de semana- Puerto Rico</i> Time Frame- 10 instructional weeks Text Support- <u>En Español Uno</u> (McDougal Littell)	• State facts about Mexico education system, and geography Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Students will be able to: • Extend invitations • talk on the phone • express feelings • say where you are coming from • Say what just happened • talk about sports • express preferences • make comparisons • describe weather • state an opinion • say what is happening • Use the Celsius scale to describe weather in Puerto Rico			

	• Convert Celsius scale to U.S. measurements • state facts about Puerto Rican history, wildlife, geography, and important Puerto Rican people			

Curriculum Scope & Sequence

School FSMA

Course Spanish II

Unit Order	Learning Targets	Theme or Big Idea	Enduring Understandings	Essential Questions
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks			
Unit 4 <i>iDe vista!- Mexico</i> Time Frame: 10 instructional weeks Text Support: <u>En Español Uno</u> (McDougal Littell)	Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Student will be able to: - Identify places - Give addresses - Choose transportation - Request directions - Give instructions - Talk about shopping - Make purchases - Talk about giving gifts - Bargain - Order food - Talk about food - Say where they went State facts about the art, history, and architecture of			

Unit 5 <i>Preparaciones especiales- España</i> Time Frame: 10 instructional weeks Text Support: <u>En Español Uno</u> (McDougal Littell)	Oaxaca, Mexico Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Student will be able to: • state facts about the people, history, and culture of Barcelona • Compare painting styles of Picasso • Compare food in U.S. to that of Spain • Describe daily routine • Tell others to do something • Discuss daily chores • Say what people are doing • Describe a house • Negotiate responsibilities • Describe past events			

Unit 6 <i>La Ciudad y el campo-Ecuador</i> Time Frame: 15 instructional weeks Text Support: <u>En Español Uno</u> (McDougal Littell)	Standard 1- Communicate in languages other than English through listening, speaking, reading, and writing in various cultural contexts. Standard 2- Gain knowledge of other cultures through the study of language Standard 3- connect with other disciplines and gain access to information Standard 4- develop insight into the nature of language and culture Student will be able to: • Tell what happened • Make suggestions to a group • Describe city buildings • Point out specific people and things • Talk about the future and present • Give instructions to someone • Discuss childhood past • State facts about the history, architecture, people, foods, and important places in Ecuador • Compare animal life in the U.S to that in Ecuador			

Curriculum Scope & Sequence

School First State Military Academy

Grade or Course Business 1

Unit Order	Learning Targets	Theme/Big Idea/Concept
By unit title and/or time frame	Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	
UNIT 1: Safe and effective use of the internet	Students will - Understand internet and dangers of random surfing - Understand the impact of cyber-bullying - Develop effective research habits - Understand how viruses infect computer (Standard 1,3)	The internet is a valuable tool if used properly. Decisions involve a process
UNIT 2: Microsoft Word	Students will - Learn how to effectively use Microsoft Word and develop typing speed and accuracy in the process - Understand quick tools to improve efficiency - Present a short research paper using Microsoft Word (Standard 1,3)	Microsoft Word is a resource in producing effective business reports.
Unit 3: Microsoft Excel	Students will - Learn how to effectively use Microsoft Excel and develop basic knowledge of collecting data for spreadsheets - Understand quick tools to improve efficiency - Create a complex spreadsheet using Microsoft Excel (Standard 1,3)	Microsoft Excel is a resource in producing effective business reports.
Unit 4: Microsoft Powerpoint	Students will - Learn how to effectively use Microsoft Powerpoint and develop presentation skills integrating Word and Excel. - Understand quick tools to improve efficiency - Create and deliver a presentation using Microsoft Powerpoint (Standard 1,3)	Microsoft Powerpoint is a resource in producing effective business reports.
Unit 5: Business workplace behavior	Students will learn proper business workplace behavior including: Dress Interaction with peers and superiors Teamwork (Standard 1,3)	Certain behaviors are expected of employees. Decisions involve a process

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Promoting Scientific Literacy for All Students

Bylaws of the Delaware Science Coalition

Effective July 1, 2011

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PREFACE

The Delaware Elementary/Middle School Science Initiative was initiated to improve the instruction and learning of science so that all students would have the opportunity to meet the challenging performance expectations in the Delaware Science Content Standards. From the initiative, the Delaware Science Coalition began in 1995 as a collaboration of Delaware's school districts and science community. Today, the Coalition supports science education grades K-12 and is a collaborative effort between Delaware's school districts and charter schools, Delaware Department of Education, higher education, business and industry, and community-based science organizations. The Coalition continues to exist to support the highest quality science instruction for students in Delaware schools.

Section I: Purpose, Goals, and Expectations

PURPOSE

The Delaware Science Coalition's purpose is to improve the instruction and learning of science for each student in the state to enable students to perform to world class science standards in a global society.

VISION – Excellence and equity for all students in the teaching and learning of science.

MISSION – Build and maintain capacity at the district and school level to ensure that all students in grades K-12 meet the Delaware Science Standards as part of becoming successful, productive citizens.

GOALS

Goal 1: Professional Development for all Teachers – Support and sustain a system that provides all K-12 teachers of science with on-going exemplary professional development opportunities, in order for teachers to acquire the skills, strategies, and knowledge needed to implement the Delaware Science Standards.

Goal 2: Sustain Science Reform – Maintain a network of teachers who will lead and sustain science reform efforts at the school, district, and state level.

Goal 3: Organizational Culture – Continue to support the organizational culture that embeds science as an integral part of the K-12 statewide recommended curriculum.

Goal 4: Policy Alignment – Build and sustain a process to ensure that school, district, and state policies are supportive of excellence and equity and support the Delaware Science Standards.

Goal 5: Stakeholders – Focus and coordinate the activities of community stakeholders to support systemic reform of science as articulated in the Delaware Science Standards.

COALITION COMMITMENT

Members of the Coalition collaborate on planning and share resources in order to:

- 1) Facilitate the design and adoption of comprehensive curricula in grades K–12, aligned with both Delaware Science Standards and National Science Standards.

- 2) Support on-going quality professional development that is standardized for all teachers of science and the development of teacher leaders in science throughout the state.
- 3) Support the operation of a science resource center that supplies science materials to teachers and facilitates the continuous improvement of science curricular resources.
- 4) Promote the effective integration of the sciences throughout Local Education Agencies (LEA's) to increase student achievement.
- 5) Work with state, community, and business-industry representatives to support science education.

COALITION MEMBERSHIP

Membership in the Coalition is open to any Delaware LEA that agrees to support the goals of the Coalition and to abide by its principles and operating practices. Representatives supporting the purpose of the Coalition from the Department of Education, higher education, business and industry, and community organizations may partner with the Coalition.

To become a member, a LEA must:

- 1) Support the Delaware Science Coalition strategic plan.
- 2) Implement with fidelity the Delaware Recommended Curriculum for grades K-12 science.
- 3) Agree to the expectations of LEA participation in the Coalition.
- 4) Agree to the Memorandum of Agreement (MOA).

EXPECTATIONS OF LEA PARTICIPATION IN THE COALITION

As members of the Coalition, LEA's agree to:

- 1) Use the Coalition curricular units as the LEA's core K-12 science curriculum.
- 2) Use the Coalition assessments as a means of assessing the level of student understanding of core concepts and determining instructional needs.
- 3) Support professional development associated with the use of the curricular units for each teacher with the goal of providing professional development on all grade level curricular units within an agreed upon time frame. Members are

expected to adhere to the standardized structures and expectations for professional development included within the Coalition's Professional Development Operational and Procedures Manual.

- 4) Support an individual whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment, and materials support.
- 5) Maintain the K-12 database and coordinate with DDOE Science Resource Center personnel for ordering, verification, delivery, and pick-up of curricular unit materials.
- 6) Support the Coalition's efforts to develop, review, and revise comprehensive K-12 science curriculum.

LEA FINANCIAL RESPONSIBILITIES

Each LEA member is responsible for the cost of training each of its teachers in the effective implementation of curricular units and the refurbishment of curricular unit materials as outlined in the yearly adopted fee schedule. Each fiscal year, a finance subcommittee will meet to make recommendations regarding the following fiscal year's fee schedule. The fee schedule for the following fiscal year will be proposed to the Coalition each February.

Delaware professional development clock hours for recertification are available to all teachers for curricular unit trainings at no additional costs to members. All other compensation to teachers for curricular unit training is at the discretion of the LEA. The cost of replacing non-consumable items missing from curricular units is the responsibility of the LEA.

LEA's are strongly encouraged to allocate financial resources for the funding of a Science Specialist. A Science Specialist is a teacher specialist who has the primary responsibilities of conducting ongoing science-related professional development with teachers within the LEA.

DELAWARE DEPARTMENT OF EDUCATION SUPPORT

The Delaware Department of Education (DDOE) endorses the Coalition as an approach to helping students meet the Delaware Science Standards through the support of a coordinated, comprehensive, and coherent approach to professional development for teachers. DDOE will work with the Coalition to support standards-based K-12 science programs as follows:

- 1) Ensure state funds for maintaining and operating the Delaware Science Coalition, K-12.
- 2) Provide coherent and viable curricular units consistent with standards and appropriate pedagogy aimed at improving student science knowledge and understanding.
- 3) Provide diagnostic assessment for learning.
- 4) Organize and ensure the quality of the professional development program aligned with the curricular units through the leadership of the Education Associate for K-12 Science in order to powerfully prepare teachers to bring about student achievement.
- 5) Continue to operate the Science Resource Center to supply and refurbish the science materials as required by the curriculum and assessments implemented as part of the program through the leadership Science Resource Center Manager.
- 6) Engage the science teaching community through professional learning communities at the district and school level.
- 7) Act as fiscal agent for the Coalition through leadership of DDOE.
- 8) Be advised by the Steering Leadership, Steering Committee, and DDOE Leadership.

Section II: Steering Committee Governance

STEERING COMMITTEE

Purpose

The Steering Committee sets project direction covering grades K–12 for the Coalition. The committee monitors results in comparison with the goals and develops long term plans aimed at establishing a sustainable K–12 science education system that will provide all students with the opportunity to meet the Delaware Science Standards.

The Steering Committee:

- 1) Establishes operating policies and practices for the Coalition.
- 2) Sets and approves the annual budget for the Coalition and monitors expenditures against this budget.
- 3) Takes a leadership role in developing and overseeing a strategic plan for K-12 science education in Delaware as well as monitoring performance data relative to the strategic plan.
- 4) Promotes partnerships among the K–12 systems, higher education, and the business community.
- 5) Communicates regularly about Coalition initiatives to districts, charters, and the larger community.

Membership

The Coalition is directed by a Steering Committee composed of voting members from LEA's (see Steering Committee Process). Representatives from the business community, industry, the Delaware Foundation for Science and Math Education, higher education, and DDOE personnel may be invited to serve as non-voting advisors. The Steering Committee may invite Science Specialists and additional non-voting participants to meetings as necessary.

Officers

The Steering Committee will be led by two Co-Chairs selected from LEA representatives. One new Co-Chair will be selected annually for a two-year term. These positions will rotate among the members of the Steering Committee.

Subcommittees

The Steering Committee will establish appropriate subcommittees, as needed, to manage specific aspects of the Coalition.

Steering Committee Process

The Steering Committee will meet at least once each quarter, and more frequently if required. Voting members are comprised of representatives from participating LEA's. Each district and the Charter School Network have a single vote on voting items. All district representatives attending Coalition meetings will be assumed to have the authority to vote on behalf of their district unless the Coalition is notified otherwise in writing by the district's administration. District representatives may only vote on items pertaining to the grade configurations of their district (i.e. a district supporting only grades 9-12 may not vote on an item relative to K-8 only). The Charter School Network will designate a representative for charter school voting privileges. The Charter School Network representative must be submitted to the Steering Committee and will serve a one-year term.

Voting Procedures

Steering Committee action based on a vote requires a simple majority of the votes cast at a meeting in which there is a quorum. A quorum will consist of a simple majority of the members. When a decision or recommendation of the committee is required, the presiding co-chair will request a motion for a vote. Any member may make a motion for a vote following any discussion as well. Roll-call results are announced and recorded in the minutes.

All efforts should be made to notify members in advance on the upcoming meeting agenda when a vote is planned to occur for any issue. If not announced on the meeting's agenda, a motioned vote cannot occur for any issue until the following Coalition meeting unless two-thirds of a quorum approve that the motioned vote necessitates immediate action. Electronic votes may be taken only if two-thirds of a quorum approve that an issue necessitates an electronic vote.

Section III: Professional Development and Curricular Units

PROFESSIONAL DEVELOPMENT

On-going high quality professional development is a vital component of the Coalition. The Coalition expects fidelity of all professional development and implementation of curricular units. Standardized structures and expectations for professional development are included within the Coalition's Professional Development Operational and Procedures Manual. This manual is to be reviewed, updated, and approved by the Steering Committee each spring.

ADOPTION OF CURRICULAR UNITS

- 1) DDOE science and curriculum personnel will propose a curricular unit evaluation plan, which may include field testing and piloting.
- 2) All curricular units will be reviewed by a review committee as established by DDOE to analyze assessment data from field testing and piloting, review formal teacher evaluations, determine alignment with state standards, and evaluate the units utilizing criteria within nationally endorsed rubrics.
- 3) DDOE science personnel will present recommendations to the Steering Committee for adoption or rejection according to the review.
- 4) Notification of accepted curricular units will be sent to all Coalition members.

SCIENCE RESOURCE CENTER

The Science Resource Center provides curricular units and professional development for teachers to assist in implementation of the Delaware Science Standards. The curricular units are maintained and refurbished at the Science Resource Center. Curricular units are transported from the Science Resource Center to teachers throughout the state.

The Science Resource Center Manager will inform the LEA contact if a curricular unit is returned unused. LEA's and the Science Resource Center will adhere to the distribution procedures outlined below.

PROCEDURES FOR CURRICULAR UNIT MATERIALS TRANSPORTATION

General Curricular Unit Materials Delivery

- 1) Curricular unit materials delivery and pick-up dates for each successive school year will be determined by the LEA contact person and Science Resource Center Manager each spring after all district calendars are established.

- 2) The LEA contact person will order all curricular unit materials online for their teachers once the delivery dates are established.
- 3) The Science Resource Center Manager will organize curricular unit materials for delivery and pick-up based on each district's or charter's scheduled delivery dates.
- 4) The LEA contact person is responsible for notifying schools prior to delivery dates so that curricular unit materials are ready for pick-up at the designated place on the designated day.
- 5) A manifest/inventory system will be used to track transportation of all curricular units.

Curricular Unit Materials Delivery for Professional Development

- 1) A tentative training schedule for the entire school year will be forwarded by the LEA contact person to the Science Resource Center Manager by May 1 of the previous school year.
- 2) One month before the start of a training class, the LEA contact person will forward a completed copy of the proposed course schedule to Science Resource Center personnel.
- 3) Two weeks prior to the start of a training class, the LEA contact person will request curricular unit materials online.
- 4) One week prior to the start of a training class, the Science Resource Center Manager will ship one instructor set of curricular unit materials and a teacher manual for each participant to each training instructor as needed.
- 5) There will be one delivery scheduled for the fall training sessions. The remaining deliveries for the training sessions will coincide with each LEA's regularly scheduled delivery for that school year.

Troubleshooting

- 1) In the event that materials from a curricular unit are missing, broken, or unusable; the teacher should notify the LEA contact one week before use.
- 2) The LEA contact should notify the Science Resource Center Manager by e-mail regarding any discrepancy with materials. Two days should be allowed to gather materials, correct the problem, and notify the LEA contact to arrange for delivery or pick-up. The LEA contact is responsible for transporting the necessary materials to the teacher.

- 3) The substitution of materials in any curricular unit must be reviewed by the Science Resource Center Manager and the LEA contact.

KIT REFURBISHMENT

Curricular units will be refurbished with all required materials. A checklist will be provided with each curricular unit to ensure all unused consumable and non-consumable items are returned with the curricular unit. All curricular units must be returned clean and with reasonable organization.

The Science Resource Center Manager will notify the LEA contact if curricular unit materials are not returned in good condition. The cost of replacing non-consumable items missing from curricular units is the responsibility of the LEA.

TEACHER MANUAL REPLACEMENT

Each teacher will receive a personal copy of the curricular unit manual at the time of training. Replacement costs for teacher manuals will be the responsibility of LEA's.

RECORD MAINTENANCE

The Coalition is responsible for maintaining records of the following information:

- 1) Number of curricular units in inventory by title.
- 2) Name of teachers trained on each curricular unit.
- 3) Total number of curricular unit trainings completed each year by teacher and LEA.

The LEA contact is responsible for entering this information accurately into the grades K-12 database.



Delaware Science Coalition Memorandum of Agreement

The FIRST STATE MILITARY ACADEMY agrees to abide by
(LEA Name)

the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources. The Coalition's bylaws and fee schedule for school year 2011-2012 are attached to this Memorandum of Agreement.

Signed:

Marian Wolak, Director
Curriculum, Instruction & Professional Development

Date

Linda Rogers, Associate Secretary
Teaching & Learning Branch

Date

Karen Field Rogers, Associate Secretary
Financial Reform & Resource Management

Date

Lillian Lowery, Secretary
Delaware Department of Education

Date

C. SCOTT KIDNER

CHAIRMAN, BOARD OF DIRECTORS

LEA Official, Title

28 DEC 2011

9.
ROTC
LTR
APP



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY CADET COMMAND
1ST CAVALRY REGIMENT ROAD
FORT KNOX, KENTUCKY 40121-5123

Junior ROTC Directorate

22 August 2011

The Honorable Tom Carper
United States Senate
513 Hart Senate Office Building
Washington, D.C. 20510-0802

Dear Senator Carper:

This letter is in response to your letter dated August 16, 2011 on behalf of the First State Military Academy in Magnolia, Delaware, regarding the possible establishment of a Junior Reserve Officers' Training Corps (JROTC) unit.

At present, First State Military Academy (FSMA) has applied for a charter with the state of Delaware to open as a stand-alone high school in August 2013. If approved by the Delaware Department of Education, they plan to host an Army JROTC program as a major part of their school.

Although the Army JROTC Directorate of US Army Cadet Command is in receipt of an application from FSMA to open a JROTC program, we cannot process the application at this time until all requirements to become a school have been met, i.e. state approval, actual facility built, etc. As outlined to Mr. Kidner, FSMA must undergo a physical evaluation/site visit prior to being considered for a JROTC program. At that time, we will process the application and submit a request for Operations Maintenance Army (OMA) and Reserve Personnel Army (RPA) funding for the program.

Additionally, U.S. Army Cadet Command maintains an Order of Merit (OML) waiting list consisting of more than 220 schools that are waiting for a JROTC program. The Army has met its funded ceiling of 1,731 units in Fiscal Year 2011, and those units have already been identified. Unless Congress provides additional OMA and RPA funds, we will only be able to sustain our funded ceiling by opening new units as old units close. However, once FSMA is established as an operating school and once it is on the OML, they will be given every consideration as openings occur.

There is also another avenue available to First State Military Academy for having Army Cadets on its campus. Once the school is established and recognized by the Delaware Department of Education, they might wish to consider establishing a National Defense Cadet Corps (NDCC) unit at the school. Aside from some funding distinctions, this program is virtually identical to Junior ROTC. It uses the same curriculum, which the Army provides; however, all other costs are borne by the school.

-2-

Thank you for your interest in this matter. I trust this information will be helpful in responding to your constituent. If you have any questions please do hesitate to call me at 502-624-7329 or email Hubert.bagley@usacc.army.mil.

Sincerely,

Hubert E. Bagley, Jr.
Colonel, US Army
Director, Army JROTC

**APPLICATION AND CONTRACT
FOR ESTABLISHMENT OF A JUNIOR RESERVE OFFICERS' TRAINING CORPS**

For use of this form, see AR 145-2: the proponent agency is DCS&P

Form Approved
OMB Number 3126
Expires 09/01/2012

The public reporting burden for this collection of information, including existing data sources, gathering and maintaining the data needed to complete this collection of information, sending information to the person to whom the information is being provided, reviewing instructions, searching existing data sources, gathering and maintaining the data needed to complete this collection of information, sending information to the person to whom the information is being provided, and all other aspects of this collection of information, should be aware that notwithstanding any other provision of law, no person shall be required to provide information if it does not display a currently valid OMB control number.

reviewing instructions, searching existing data sources, gathering and maintaining the data needed to complete this collection of information, sending information to the person to whom the information is being provided, and all other aspects of this collection of information, should be aware that notwithstanding any other provision of law, no person shall be required to provide information if it does not display a currently valid OMB control number.

By direction of the governing official of First State

Magnolia, Delaware, 19962 (With)
(City, State, Zip Code)

the establishment of a unit of the Junior Army Reserve Officer Training Corps at

School site has yet to be determined

Department of Education

This application is hereby submitted for

States Code at

3 - 2014 SY

61. ROTC
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1. Contingent upon the acceptance of the above application and conditions, the Secretary of the Army agrees as follows:

- a. To establish a Junior unit of the Army Reserve Officers' Training Corps (JROTC) at the school named above.
- b. To assign such military personnel as the Army may deem necessary for the proper administration and conduct of the Junior ROTC unit at this school and to pay the statutory compensation to such personnel from Department of the Army appropriations.
- c. To provide for use in the Junior ROTC unit such available government property as may be authorized by law and applicable tables of allowances;

2. Contingent upon the acceptance of this application by the Secretary of the Army, and conditioned upon the fulfillment of the promises enumerated in paragraph 1 above, the governing authorities of this school agree as follows:

- a. To provide appropriate academic credit applicable toward graduation for a course of instruction as prescribed by the Secretary of the Army, which will be ☒ required, or ☐ elective.

- b. To conduct the following type of JROTC training:

☒ (1) Academic track; ☒ (2) Technical track; and ☒ (3) To establish

the unit as a ☒ single unit, or ☐ a part of a multiple unit system; and to

establish the unit as a 3 year ☐ , or 4 year ☒ program; and to establish the

unit as a Class High School (HS) ☐ or a Military Institute (MI) ☒

- c. To make available for use by the Junior ROTC unit necessary and adequate classrooms, administrative offices, office equipment, storage space, drill area, and other required facilities, and to pay the costs of utilities and maintenance thereof. To make available in the Junior ROTC administrative office a telecommunications line suitable for voice transfer, Internet connectivity, and data transfer and to pay the costs of installation and maintenance thereof to include phone calls (local and official long distance).

- d. To employ certified instructors authorized and approved by the Army to administer the Army approved courses, (a minimum of one officer and one noncommissioned officer per unit). Contract periods will be negotiated to permit year round management of the program and control of government property. Instructor contracts may be extended up to 21 days to allow instructors to attend JCLC camp. These extensions will be approved on a case-by-case basis. School authorities agree to pay retired Army JROTC instructors in accordance with applicable federal law and regulations. Schools are encouraged to reimburse the Junior ROTC instructors on a comparable scale as other teachers employed at the school. Schools will ensure that instructors are provided liability insurance to the same extent and

in a like manner as such insurance is provided to other teachers and coaches through the school for school sponsored activities or duties (including extra-curricular activities, i.e., annual encampments, adventure training, drill competitions, marksmanship competitions, etc). Schools will provide Junior ROTC Cadets insurance to the same extent and in like manner as provided other students (including extra-curricular activities).

- e. To request from CG, U.S. Army Cadet Command permission to hire, by name and position, the individuals to be employed as the Senior Army Instructor and Army Instructor.

- f. To appoint a military property specialist (MPS) who is not on active duty with the Army and who will be empowered to requisition, stock, and account for government property issued to the school and otherwise to transact matters pertaining thereto, for and in behalf of the school. If this duty is assigned to a retired Army individual who is also employed as a Junior ROTC instructor, that person will be provided a minimum of one class period daily, in addition to their planning period, to complete MPS requirements.

- g. To notify the CG, U.S. Army Cadet Command of the name and position of the individual designated as military property specialist.

- h. To conform to the current laws and regulations relating to issue, care, use, safekeeping, turn-in, and accounting for such government property as may be issued to the school.

- i. To comply with provisions of law, and the regulations of the Secretary of the Army, pertaining to the furnishing of a bond and/or insurance to cover the value of all government property issued to the school, except expended articles, and supplies properly expended in operations, maintenance, and instruction.

- j. To maintain an enrollment in the institution of not less than 100 physically fit students (or 10% of the eligible student population, whichever is less) who are in a grade above the 8th grade.

- k. To adhere to a policy of nondiscrimination on the basis of race, religion, color, gender, sex, marital status, political affiliation, physical ability, nation origin, sexual orientation or status as apparent, with respect to admission or subsequent treatment of students and instructors.

- l. To require instructors to wear Army uniforms to accomplish Junior ROTC duties and maintain Army standards of physical fitness, appearance, and height and weight. Any additional duties given to instructors while in uniform will be appropriate and in no way demean the individual, the uniform, or the U.S. Army.

- m. To encourage and support the professional development of Junior ROTC instructors and permit attendance at U.S. Army sponsored orientation, refresher training, workshops, and conferences.

- n. To assist the Army in determining the quality of instruction by evaluating the performance of instructors.

- o. To conform to the regulations of the Secretary of the Army relating to the conduct of the Junior ROTC.

3. It is mutually understood and agreed as follows:

a. That this contract shall become effective when the authorities of this school have been notified officially that the Army has approved the establishment of a Junior ROTC unit on the date specified.

b. That the Army shall have the right at any time to withdraw approval and authorization of any personnel employed by the school pursuant to paragraph 2d above. Such withdrawal of authorization of any personnel employed by the school pursuant to paragraph 2d above will require the decertification of the individual from the Junior ROTC program.

c. That this contract may be terminated in the following manner:

(1) At any time, by mutual consent and agreement of both parties.

(2) Upon the giving of one year's notice of such intent to terminate by either party.

(3) If the Junior ROTC unit is placed on probation pursuant to regulations prescribed by the Army.

(a) This contract will terminate at the end of one year from the date the unit was placed on probation, unless the reason for such probationary status has been removed to the satisfaction of the Army prior to such expiration.

(b) For enrollment, if the JROTC unit is in at least its third year of operation and does not satisfy the enrollment requirements in 2j above, the unit will be immediately placed on probation. If enrollment requirements are not met within 30 days of the beginning of the next school year, the contract will be terminated at the end of that school year.

4. This contract supersedes all existing contracts between the Department of the Army and the school pertaining to this matter.

FOR THE SCHOOL

TYPED NAME AND TITLE

C. Scott Kidner

SIGNATURE



DATE

16 FEB 2011

FOR THE SECRETARY OF THE ARMY

TYPED NAME AND TITLE

SIGNATURE

DATE

THE FOLLOWING AGREEMENT AND INFORMATION IS TO BE CONSIDERED AS PART OF THIS CONTRACT

AGREEMENT REGARDING FACILITIES TO BE PROVIDED FOR THE USE OF THE ARMY RESERVE OFFICERS' TRAINING CORPS PROGRAM, WITHOUT EXPENSE TO THE DEPARTMENT OF THE ARMY

The authorities of the above-named institution agree that the facilities specified below shall be furnished for the use of the Army JROTC program, without expense to the Department of the Army (phrases such as "as needed", "as required", etc., will not be used in describing the following):

1. OFFICES

NO. OF ROOMS	SIZE	BUILDING IN WHICH LOCATED	EXCLUSIVE OR JOINT USE
6	10x10	Academic Building	Exclusive

2. STORAGE ROOMS

NO. OF ROOMS	EXCLUSIVE OR JOINT USE
2	Exclusive

NOTE: Storage rooms, particularly for clothing and small articles of equipment, must be adequately lighted and ventilated and provided with shelving, cabinets, and locked arms racks. Windows must be securely barred and doors reinforced and fitted with cylinder locks.

3. CLASSROOMS

NO. OF ROOMS AND BUILDING	SEATING CAPACITY	EXCLUSIVE OR JOINT USE
5, Academic Building	30 each	Exclusive

NOTE: Classrooms must be adequately lighted and ventilated and provided with standard equipment. If joint use is specified, rooms must be available for Army JROTC classes when scheduled.

4. ASSEMBLY HALL						
a. SEATING CAPACITY	b. PROJECTION EQUIPMENT IF PROVIDED FOR		c. WILL BE AVAILABLE FOR ARMY JROTC CLASSES AS FOLLOWS:			
600	Yes		As scheduled jointly with other classes			
5. GYMNASIUM						
a. SIZE OF GYM OR OTHER INDOOR DRILL AREA	b. WILL BE AVAILABLE FOR ARMY JROTC CLASSES AS FOLLOWS:					
5000 sq ft	As scheduled jointly with school/other classes					
6. OUTDOOR DRILL AREA						
a. SIZE	b. WILL BE AVAILABLE FOR ARMY JROTC CLASSES AS FOLLOWS:					
2 acres	As scheduled with school/other classes					
7. TARGET RANGE						
☒ INDOOR ☒ OUTDOOR						
a. NO. OF FIRING POINTS	b. WILL BE UNDER JURISDICTION OF					
30	First State Military Academy					
8. REMARKS						
See attached.						
Institutions should retain a copy of the contract and send the original to the designated JROTC Brigade:						
COMMANDER 2ND BDE, USACC ATTN: ATCC-BBJ (JROTC) 5212 Maryland Ave Fort Dix, NJ 08640 Connecticut Maine Massachusetts New Hampshire New Jersey New York Pennsylvania Rhode Island Vermont Germany Italy	COMMANDER 3RD BDE, USACC ATTN: ATCC-CCJ (JROTC) 2730 Sampson Street, Bldg 73, Naval Station, Great Lakes, IL 60088 Iowa Illinois Kansas Michigan (UP) Minnesota Missouri Nebraska North Dakota South Dakota Wisconsin	COMMANDER 4TH BDE, USACC ATTN: ATCC-DDJ (JROTC) 2175 Reilly Road Stop A Fort Bragg, NC 28310 District of Columbia Delaware Maryland North Carolina South Carolina Virginia West Virginia	COMMANDER 5TH BDE, USACC ATTN: ATCC-EJR (JROTC) 1265 Buck Road 2 ND Floor Fort Sam Houston, TX 78234 Arkansas Arizona Colorado North Mexico Oklahoma Texas Utah Wyoming	COMMANDER 6TH BDE, USACC ATTN: ATCC-FFJ (JROTC) 246 Blanton Road Building 1031 Hunter Army Airfield, GA 31409 Alabama Florida Georgia Louisiana Mississippi Puerto Rico Virgin Islands	COMMANDER 7TH BDE, USACC ATTN: ATCC-GGJ (JROTC) 1468, 328 3 RD Avenue Fort Knox, KY 40121 Indiana Kentucky Michigan Ohio Tennessee	COMMANDER 8TH BDE, USACC ATTN: ATCC-HHJ (JROTC) Box 339500 Mail Stop MS 83 Joint Base Lewis- McCord, WA 98433 Alaska American Samoa California Guam Hawaii Idaho Mariana Islands Montana Nevada Oregon Washington Japan Korea

9. DATA PERTAINING TO SCHOOL		
a. NAME OF SCHOOL (No abbreviations) : First State Military Academy	b. SCHOOL'S COMPLETE MAILING ADDRESS (Include ZIP code): <i>(If P. O. Box must also provide street address for shipping purposes)</i> Since the charter has yet to be approved the temporary address is as follows: Scott Kidner President, First State Military Academy Board of Directors 9 E Loockerman Street # 309 Dover, DE 19901-8305	
c. TYPE OF SCHOOL (Check appropriate box): ☐ Municipal ☒ State ☐ Denomination (Specify)		
d. PRINCIPAL'S NAME: C. Scott Kidner		
e. TELEPHONE NUMBER: 302-734-4486		
f. FAX NUMBER: 		
g. E-MAIL ADDRESS: csk@kidner.com		
10. PERTAINING TO DISTRICT		
a. NAME OF DISTRICT (No abbreviations) : Delaware Department of Education	b. DISTRICT'S COMPLETE MAILING ADDRESS (Include ZIP code): 401 Federal Street Dover, DE 19901	
c. SUPERINTENDENT'S NAME: Lillian Lowery		
d. TELEPHONE NUMBER: 302-735-4000		
e. FAX NUMBER: 		
f. E-MAIL ADDRESS: llovery@doe.k12.de.us		
11. LIST ACCREDITING AGENCY		
Delaware Department of Education		
a. REGIONAL 	b. STATE State Department of Education	c. OTHER
12. TOTAL ENROLLMENT OF SCHOOL 500-600	13. ESTIMATED NO. OF QUALIFIED STUDENTS WHO WILL ENROLL IN THE JROTC PROGRAM 500-600	
14. LIST TECHNICAL COURSES OFFERED AT SCHOOL: 		
15. WILL STUDENTS BE GIVEN A MEDICAL EXAMINATION: 		
16. BAND: a. THE BAND ☒ WILL // ☐ WILL NOT BE AVAILABLE FOR JUNIOR ROTC CEREMONIES? b. THE BAND WILL BE A ☐ SCHOOL BAND // ☒ JUNIOR ROTC BAND.		

8. Remarks:

The First State Military Academy (FSMA) Founding Board of Directors is applying for a charter in the state of Delaware. FSMA is being modeled after the Delaware Military Academy (DMA) which is a Navy JROTC program in the state of Delaware. FSMA will operate in the same fashion as DMA in the areas of academics and administration but will be an Army JROTC with all of the traditional Army protocols. FSMA will be a stand alone high school with a JROTC program operating five days a week with cadets in uniform 5 days a week. Cadets will have a class A, B and PT uniform supplied by the Army. Uniforms will be worn at all times while cadets are on the FSMA campus. FSMA will be a public charter school open to all in the state that wish to apply. If more students apply than slots are available, a lottery will be held. FSMA will be a 9-12th grade configured high school with approximately 125 cadets per class for a total enrollment of 500 cadets.

The charter application for FSMA will be submitted to the Delaware Department of Education on 31 DEC 2011. If approved by the Department of Education, the school will open AUG 2013. A location is currently being sought but will not be finalized until the charter application is approved. Approval is contingent upon securing a JROTC authorization from the Army.

The plan for space for the JROTC space allocation is an estimate in the application. This school is dedicated to a military focus so space for JROTC will be of the highest priority. Our current plan is to offer at a minimum of 5,000 sq ft for uniform storage/issue, 500 sq ft for book storage, 1,500 sq ft for an armory and 500 sq ft for office space.



JROTC Expansion Criteria

August 2009

"Motivating young people to be better citizens"

1. **Title I or Title I Eligible:** (20 points)
 - Schools where at least 40% of the children are from low-income families or at least 40% of the student enrollment are from low-income families are eligible to receive federal Title I funds.
2. **Indicators of Need:** (20 points)
 - Local Unemployment Rate (4 points) www.bls.gov
 - High Illiteracy Rate Among Adult Population (4 points) www.nces.ed.gov
 - Graduation Rate (4 points) www.schooldatairect.org
 - RAMP - Reading and Mathematics Proficiency (NCLB) (4 points) www.schooldatairect.org
 - Post Secondary Education/Opportunities (4 points) www.schooldatairect.org
3. **Student Enrollment:** (15 points)
 - Enrollment of 100 or above (15 points); Enrollment of 75 to 99 (10 points); below 75 (5 Points)
4. **Willingness to offer credit other than elective for JROTC:** (15 points)
 - Health (15 points); Physical Fitness (10 points), Elective (5 Points)
5. **School Financial Solvency:** (10 points)
 - School is capable of sustaining MIP (10 points); Unable to sustain MIP (5 points)
6. **School Facilities:** (10 points)
 - Exceed Minimum requirement (10 points); Minimum requirement (5 points)
7. **Fair & Equitable Distribution:** (10 points)
 - IAW SA guidance, provide additional points for schools from under-represented states in order to comply with 10 USC 2031(a)(1)
 - Undersubscribed (10 points); Oversubscribed (0 points)
8. **Command Interest (determined by CG, USACC)**
 - Rapid processing of school's application and placement on OML according to CG guidance

100 Total Points

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BUDGET

Budget Narrative

The budget for First State Military Academy has been built using years of budgetary experience as well as the tools provided by the Delaware Department of Education.

The budget process began with reasonable enrollment estimates based on responses from the school survey and petitions. The expenses are based on historical data and planning. The historical data compares to a similarly-sized charter school located in Kent County combined with the budget pattern of Delaware Military Academy and reasonable expectations of the future. The budget does not take unreasonable chances and has contingencies built into both the revenue and expenses. These numbers are founded in past experience as well as collaborative discussion of expected school programs.

DRAFT Budget

Students

Estimated DIV I UNITS

Planning Year	325	450	575	700
	19	26	33	40

Unit Count State		\$ 2,078,147	\$ 2,814,508	\$ 3,725,205	\$ 4,589,295
Unit Count Local		\$ 433,490	\$ 605,615	\$ 733,539	\$ 933,411
Start up Grant		\$ 300,000	\$ 300,000		
Federal Grant \$\$	\$ 125,000.00				
consolidated application		\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
JRROTC \$\$		\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Student Meal Revenue		\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000
Cost Recovery		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Interest Income		\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,000
Add'l State (Mentoring, Stipends, etc)		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Misc		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total Projected Revenue	\$ 125,000	\$ 3,041,637	\$ 3,950,623	\$ 4,689,744	\$ 5,753,706

	Planning	Year 1	Year 2	Year 3	Year 4		
Admin	\$70,000.00	\$ 190,000.00	\$ 194,750.00	\$ 274,618.75	\$ 281,484.22		
Teachers Salaries		\$ 868,534.48	\$ 1,202,586.21	\$ 1,536,637.93	\$ 1,963,689.66		
Paras		\$ 30,000.00	\$ 46,500.00	\$ 48,360.00	\$ 65,294.40		
Nurses		\$ 50,000.00	\$ 52,000.00	\$ 54,080.00	\$ 56,243.20		
Maintenance		\$ 85,300.00	\$ 88,712.00	\$ 92,260.48	\$ 95,950.90		
Clerical	\$10,000.00	\$ 59,436.00	\$ 76,813.44	\$ 79,885.98	\$ 83,081.42		
Substitute Teachers		\$ 17,000.00	\$ 17,680.00	\$ 30,387.20	\$ 36,602.69		
Eper Athletic Sal		\$ 34,000.00	\$ 35,360.00	\$ 36,774.40	\$ 38,245.38		
Paid Inservice EPER SS HB	\$8,000.00	\$ 10,000.00	\$ 10,400.00	\$ 10,816.00	\$ 11,248.64		
	\$ 88,000.00	\$ 1,344,270.48	\$ 1,724,801.65	\$ 2,163,820.74	\$ 2,631,840.49		
Pension - Employer		\$ 231,214.52	\$ 296,665.88	\$ 372,177.17	\$ 478,994.97		
Health Ins		\$ 217,091.00	\$ 324,279.00	\$ 556,553.00	\$ 761,598.00		
Workman's Comp		\$ 26,213.27	\$ 34,496.03	\$ 43,276.41	\$ 65,796.01		
Social Security		\$ 83,344.77	\$ 115,561.71	\$ 151,467.45	\$ 202,651.72		
Unemployment		\$ 2,285.26	\$ 2,932.16	\$ 3,678.50	\$ 5,000.50		
Dental Insurance		\$ -	\$ -	\$ -	\$ -		
Medicare		\$ 19,491.92	\$ 25,009.62	\$ 31,375.40	\$ 40,793.53		
		\$ 579,640.75	\$ 798,944.41	\$ 1,158,527.93	\$ 1,554,834.72		
Tuition Reimbursement		\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 17,000.00		
Total BPA Travel		\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00		
Auditors		\$ 18,000.00	\$ 18,540.00	\$ 19,096.20	\$ 19,669.09		
Speech		\$ 3,500.00	\$ 3,605.00	\$ 3,713.15	\$ 3,824.54		
Game Admin		\$ 8,000.00	\$ 8,240.00	\$ 11,948.00	\$ 12,186.96		
Bank Fees		\$ 5,000.00	\$ 5,150.00	\$ 5,253.00	\$ 5,358.06		
Drivers Ed		\$ 36,000.00	\$ 37,080.00	\$ 37,821.60	\$ 38,578.03		
Other		\$ 10,000.00	\$ 10,300.00	\$ 10,506.00	\$ 10,716.12		
PROFESSIONAL SERVICES	\$25,000.00	\$ 80,500.00	\$ 82,915.00	\$ 88,337.95	\$ 90,332.80		

[illegible]

FSMA

Summary

		Planning	Year 1	Year 2	Year 3	Year 4
Revenue		\$ 125,000	\$ 3,041,637	\$ 3,950,623	\$ 4,689,744	\$ 5,753,706
Expenses		\$ 125,000	\$ 2,700,231	\$ 3,310,686	\$ 4,153,906	\$ 5,059,111
2% Contingency			\$ 60,833	\$ 79,012	\$ 93,795	\$ 115,074
Funds available Building			\$ 280,573	\$ 560,925	\$ 442,043	\$ 579,521

Planning Year Budget

School Leader	\$	70,000.00
Planning Engineering	\$	10,000.00
Marketing	\$	10,000.00
Office Space	\$	5,000.00
Administrative Asst	\$	5,000.00
Counselor	\$	5,000.00
Misc Opening Expenses		
Staff Development	\$	8,000.00
Office Supplies	\$	5,000.00
Technology	\$	4,000.00
Legal	\$	3,000.00
TOTAL	\$	125,000.00

Charter School Revenue Calculation - Estimate**State Funding**

Student Total: 335
 Regular: 285
 Special: 50

Location**Districts:**

Appoquinimink	150	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	60	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	80	Lake Forest	0	Smyrna	45
				Woodbridge	0

Transportation Eligible Students:

Regular/Special K-3	251	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12		285.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic		50.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense		0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex		0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	20.20		\$30,894	\$624,129
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.13		\$59,411	\$7,723
Percentage Transportation Supervisor =	0.04		\$59,411	\$2,376
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	0.00		\$55,189	\$0
Percentage Visiting Teacher =	0.08		\$42,544	\$3,404
Percentage Driver Education Teacher =	0.00		\$37,468	\$0
Nurse =	0.15		\$40,315	\$6,108
Academic Excellence Units =	1.34		\$37,483	\$50,227
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.35		\$42,890	\$15,201
Related Services Specialist Intensive	0.00		\$42,890	\$0
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	2.00		\$28,368	\$56,736
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 27.30
 Total Staffing For Health Insurance = 27.30

Total Salary Costs			\$900,446
OEC Rate		28.53%	\$256,897
Health Insurance Per FTE		\$8,611	\$235,066

Subtotal Personnel Revenue	\$1,392,409

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	20.20		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	59,698
Division II - Energy - Current Unit Value =	\$ 2,435	\$	49,193
Division III - Equalization - Unit Value =	\$ 16,744	\$	338,275
Academic Excellence Division III =		\$	22,437
MCI/Annual Maintenance =		\$	18,904
LEP =		\$	-
Student Transportation Amount =		\$	197,231

Subtotal Other Sources	\$685,738

Grand Total State Sources	\$2,078,147

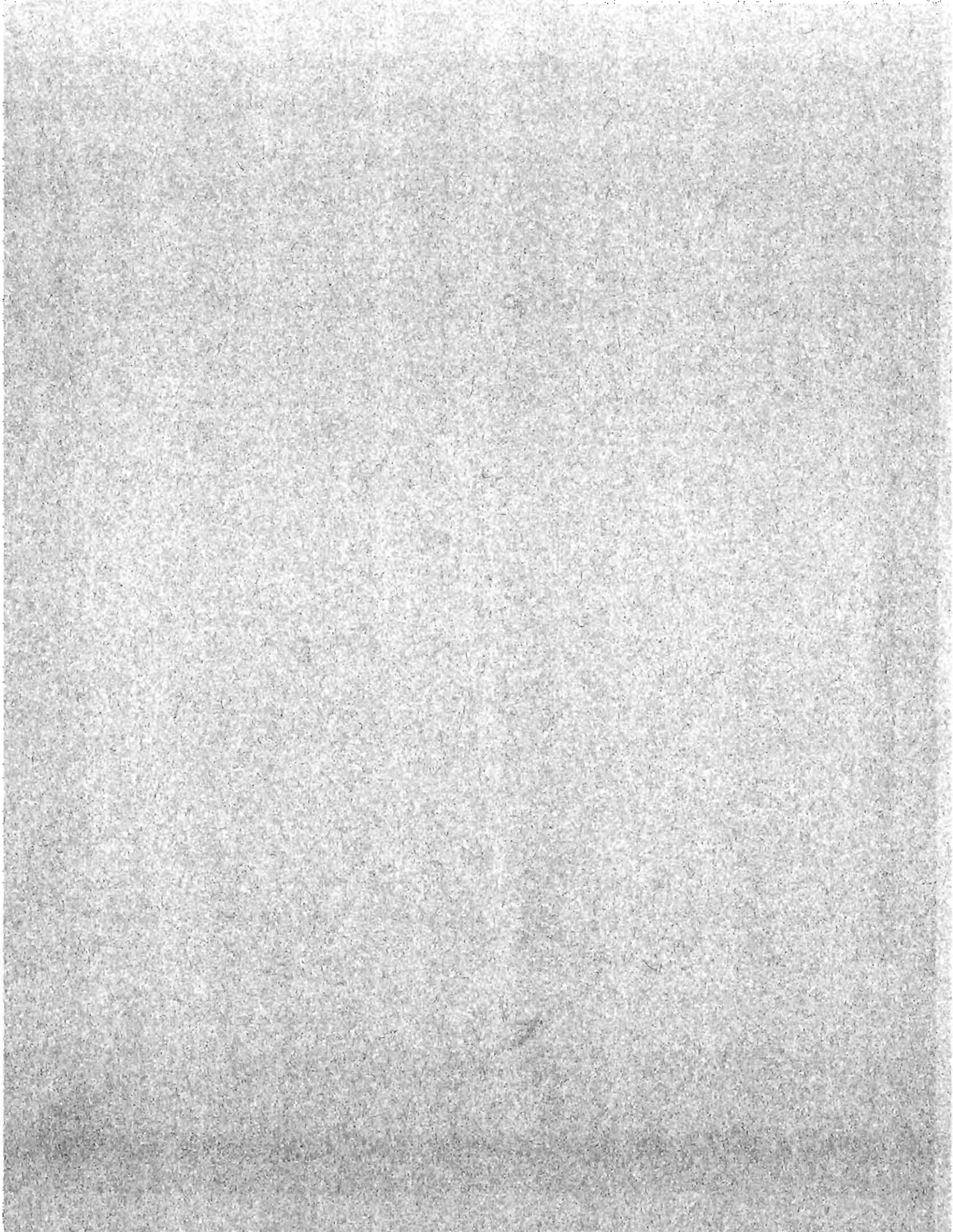
County	Transportation		FY 12 Transp P/Pupil (70%)
	Vo Tech		
New Castle	NCCVT	\$	830.00
Kent	Polytech	\$	785.00
Sussex	SCVT	\$	915.00

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,360
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Percader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Millford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744



Charter School Revenue Calculation - Estimate**State Funding**

Student Total: 450
 Regular: 380
 Special: 70

Location**Districts:**

Appoquinimink	210	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	105	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	90	Lake Forest	0	Smyrna	45
				Woodbridge	0

Transportation Eligible Students:	338			
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2	
Regular Students 4-12	380.00	Unit size Regular Students 4-12 =	20	
Special Students 4-12 Basic	60.00	Unit size Special Students 4-12 Basic =	8.4	
Special Students 4-12 Intense	10.00	Unit size Special Students 4-12 Intense =	6	
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6	
# of Div I Units Generated =	27.81		\$30,894	\$859,143
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.19		\$59,411	\$11,288
Percentage Transportation Supervisor =	0.05		\$59,411	\$2,971
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	0.65		\$55,189	\$35,873
Percentage Visiting Teacher =	0.11		\$42,544	\$4,680
Percentage Driver Education Teacher =	0.00		\$37,468	\$0
Nurse =	0.21		\$40,315	\$8,409
Academic Excellence Units =	1.80		\$37,483	\$67,469
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.46		\$42,890	\$19,671
Related Services Specialist Intensive	0.30		\$42,890	\$12,997
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	2.00		\$28,368	\$56,736
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0
Total Staffing =	36.58			
Total Staffing For Health Insurance =	36.58			
Total Salary Costs				\$1,213,777
OEC Rate			28.53%	\$346,291
Health Insurance Per FTE			\$8,611	\$314,988

Subtotal Personnel Revenue	\$1,875,056

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	27.81		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	82,177
Division II - Energy - Current Unit Value =	\$ 2,435	\$	67,716
Division III - Equalization - Unit Value =	\$ 16,860	\$	468,879
Academic Excellence Division III =		\$	30,349
MCI/Annual Maintenance =		\$	25,394
LEP =		\$	-
Student Transportation Amount =		\$	264,938

Subtotal Other Sources	\$939,452

Grand Total State Sources	\$2,814,508

Transportation		FY 12 Transp P/Pupil (70%)	
County	Vo Tech		
New Castle	NCCVT	\$	830.00
Kent	Polytech	\$	785.00
Sussex	SCVT	\$	915.00

Final FY 2012 Div I Salary

Academy of Dover	\$32,250
Campus Community	\$35,596
DCPA	\$23,022
East Side	\$34,662
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,983
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Millford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyma	\$19,860
Woodbridge	\$16,744

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 575
Regular: 480
Special: 95

Location

Districts:

Appoquinimink	215	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	120	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	145	Lake Forest	0	Smyrna	95
				Woodbridge	0

Transportation Eligible Students:	431		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	480.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	70.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	25.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6
# of Div I Units Generated =	36.50	\$30,894	\$1,127,626
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.24	\$59,411	\$14,259
Percentage Transportation Supervisor =	0.06	\$59,411	\$3,565
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	1.00	\$55,189	\$55,189
Percentage Visiting Teacher =	0.15	\$42,544	\$6,382
Percentage Driver Education Teacher =	0.96	\$37,468	\$35,969
Nurse =	0.27	\$40,315	\$11,036
Academic Excellence Units =	2.30	\$37,483	\$86,211
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.57	\$42,890	\$24,329
Related Services Specialist Intensive	0.76	\$42,890	\$32,492
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	3.00	\$28,368	\$85,104
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0
Total Staffing =	48.81		
Total Staffing For Health Insurance =	48.81		
Total Salary Costs			\$1,616,702
OEC Rate		28.53%	\$461,245
Health Insurance Per FTE		\$8,611	\$420,291

Subtotal Personnel Revenue	\$2,498,237

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	36.50		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	107,858
Division II - Energy - Current Unit Value =	\$ 2,435	\$	88,878
Division III - Equalization - Unit Value =	\$ 16,991	\$	620,174
Academic Excellence Division III =		\$	39,079
MCI/Annual Maintenance =		\$	32,447
LEP =		\$	-
Student Transportation Amount =		\$	338,531

Subtotal Other Sources	\$1,226,967

Grand Total State Sources	\$3,725,205

County	Transportation		FY 12 Transp P/Pupil (70%)
	Vo Tech		
New Castle	NCCVT	\$	\$30.00
Kent	Polytech	\$	785.00
Sussex	SCVT	\$	815.00

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$25,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization

Appoquinimink	\$15,802
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Millford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744



New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

9-11 Kent

(Example K-8, 9-12)
Choices New Castle, Kent or Sussex

State Funding	Local Funding	Total Funding
\$4,589,295	\$933,411	\$5,522,706

UNITS 45.32

Enter Estimated # of 10th Graders Here

##

#students per unit
Regular/Special K-3 16.2
Regular Students 4-12 20
Special Students 4-12 Basic 8.4
Special Students 4-12 Intense 6
Special Students 4-12 Complex 2.6

28 Appoquinimink	Amount	Local Pupil Rate	#	31 Andywilke	Amount	Local Pupil Rate	#	10 Caesar Rodney	Amount	Local Pupil Rate	#
Regular/Special K-3	\$0	\$1,737.69	0.00	Regular/Special K-3	\$0	\$4,232.28	0.00	Regular/Special K-3	\$0	\$837.36	0.00
Regular Students 4-12	\$295,591	\$1,407.53	210.00	Regular Students 4-12	\$295,591	\$3,428.15	0.00	Regular Students 4-12	\$84,783	\$678.26	125.00
Special Students 4-12 Basic	\$67,025	\$3,351.27	20.00	Special Students 4-12 Basic	\$67,025	\$8,162.26	0.00	Special Students 4-12 Basic	\$1,614.91	\$1,614.91	20.00
Special Students 4-12 Intense	\$103,219	\$4,691.78	22.00	Special Students 4-12 Intense	\$103,219	\$11,427.16	0.00	Special Students 4-12 Intense	\$0	\$2,260.87	0.00
Special Students 4-12 Complex	\$0	\$10,827.17	0.00	Special Students 4-12 Complex	\$0	\$26,370.37	0.00	Special Students 4-12 Complex	\$0	\$5,217.40	0.00
Totals	\$465,826		252.00		\$465,826		0.00		\$117,081		145.00
17 Cape Henlopen	Amount	Local Pupil Rate	#	13 Capital	Amount	Local Pupil Rate	#	33 Christina	Amount	Local Pupil Rate	#
Regular/Special K-3	\$0	\$2,809.30	0.00	Regular/Special K-3	\$0	\$1,225.04	0.00	Regular/Special K-3	\$0	\$3,047.68	0.00
Regular Students 4-12	\$0	\$2,275.54	0.00	Regular Students 4-12	\$0	\$900.66	171.00	Regular Students 4-12	\$0	\$2,468.62	0.00
Special Students 4-12 Basic	\$0	\$5,417.94	0.00	Special Students 4-12 Basic	\$0	\$2,359.72	22.00	Special Students 4-12 Basic	\$0	\$5,877.67	0.00
Special Students 4-12 Intense	\$0	\$7,585.12	0.00	Special Students 4-12 Intense	\$0	\$3,302.21	15.00	Special Students 4-12 Intense	\$0	\$8,228.73	0.00
Special Students 4-12 Complex	\$0	\$17,504.13	0.00	Special Students 4-12 Complex	\$0	\$7,620.49	0.00	Special Students 4-12 Complex	\$0	\$18,989.39	0.00
Totals	\$0		0.00		\$0		208.00		\$0		0.00
34 Colonial	Amount	Local Pupil Rate	#	37 Delmar	Amount	Local Pupil Rate	#	36 Indian River	Amount	Local Pupil Rate	#
Regular/Special K-3	\$0	\$2,506.83	0.00	Regular/Special K-3	\$0	\$948.06	0.00	Regular/Special K-3	\$0	\$2,749.13	0.00
Regular Students 4-12	\$0	\$2,046.73	0.00	Regular Students 4-12	\$0	\$767.93	0.00	Regular Students 4-12	\$0	\$2,226.80	0.00
Special Students 4-12 Basic	\$0	\$4,873.17	0.00	Special Students 4-12 Basic	\$0	\$1,828.41	0.00	Special Students 4-12 Basic	\$0	\$5,391.89	0.00
Special Students 4-12 Intense	\$0	\$6,822.14	0.00	Special Students 4-12 Intense	\$0	\$2,559.77	0.00	Special Students 4-12 Intense	\$0	\$7,422.65	0.00
Special Students 4-12 Complex	\$0	\$15,744.08	0.00	Special Students 4-12 Complex	\$0	\$5,907.17	0.00	Special Students 4-12 Complex	\$0	\$17,129.19	0.00
Totals	\$0		0.00		\$0		0.00		\$0		0.00
15 Lake Forest	Amount	Local Pupil Rate	#	16 Laurel	Amount	Local Pupil Rate	#	18 Milford	Amount	Local Pupil Rate	#
Regular/Special K-3	\$0	\$855.04	0.00	Regular/Special K-3	\$0	\$1,131.09	0.00	Regular/Special K-3	\$0	\$866.64	0.00
Regular Students 4-12	\$0	\$629.58	0.00	Regular Students 4-12	\$0	\$916.94	0.00	Regular Students 4-12	\$0	\$701.98	0.00
Special Students 4-12 Basic	\$0	\$1,649.01	0.00	Special Students 4-12 Basic	\$0	\$2,182.96	0.00	Special Students 4-12 Basic	\$0	\$1,671.37	0.00
Special Students 4-12 Intense	\$0	\$2,309.61	0.00	Special Students 4-12 Intense	\$0	\$3,056.14	0.00	Special Students 4-12 Intense	\$0	\$2,339.92	0.00
Special Students 4-12 Complex	\$0	\$5,327.56	0.00	Special Students 4-12 Complex	\$0	\$7,052.63	0.00	Special Students 4-12 Complex	\$0	\$5,389.81	0.00
Totals	\$0		0.00		\$0		0.00		\$0		0.00
32 Red Clay	Amount	Local Pupil Rate	#	23 Seaford	Amount	Local Pupil Rate	#	24 Smyrna	Amount	Local Pupil Rate	#
Regular/Special K-3	\$0	\$3,069.41	0.00	Regular/Special K-3	\$0	\$909.41	0.00	Regular/Special K-3	\$0	\$759.44	0.00
Regular Students 4-12	\$0	\$2,972.22	0.00	Regular Students 4-12	\$0	\$807.52	0.00	Regular Students 4-12	\$0	\$615.15	0.00
Special Students 4-12 Basic	\$0	\$7,076.72	0.00	Special Students 4-12 Basic	\$0	\$1,027.43	0.00	Special Students 4-12 Basic	\$0	\$1,464.63	0.00
Special Students 4-12 Intense	\$0	\$9,967.41	0.00	Special Students 4-12 Intense	\$0	\$2,696.41	0.00	Special Students 4-12 Intense	\$0	\$2,050.48	0.00
Special Students 4-12 Complex	\$0	\$22,863.26	0.00	Special Students 4-12 Complex	\$0	\$6,227.09	0.00	Special Students 4-12 Complex	\$0	\$4,731.89	0.00
Totals	\$0		0.00		\$0		0.00		\$0		95.00
35 Woodbridge	Amount	Local Pupil Rate	#								
Regular/Special K-3	\$0	\$976.62	0.00								
Regular Students 4-12	\$0	\$1,863.48	0.00								
Special Students 4-12 Basic	\$0	\$2,536.68	0.00								
Special Students 4-12 Intense	\$0	\$6,085.10	0.00								
Special Students 4-12 Complex	\$0		0.00								
Totals	\$0		0.00								

Charter School Revenue Calculation - Estimate**State Funding**

Student Total: 700
 Regular: 576
 Special: 124

Location**Districts:**

Appoquinimink	252	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	145	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	208	Lake Forest	0	Smyrna	95
				Woodbridge	0

Transportation Eligible Students:

Regular/Special K-3	525	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12		576.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic		87.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense		37.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex		0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	45.32	\$30,894	\$1,400,227
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.30	\$59,411	\$17,823
Percentage Transportation Supervisor =	0.08	\$59,411	\$4,753
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	1.00	\$55,189	\$55,189
Percentage Visiting Teacher =	0.18	\$42,544	\$7,658
Percentage Driver Education Teacher =	0.96	\$37,468	\$35,969
Nurse =	1.04	\$40,315	\$41,887
Academic Excellence Units =	2.80	\$37,483	\$104,952
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.69	\$42,890	\$29,464
Related Services Specialist Intensive	1.12	\$42,890	\$48,089
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	4.00	\$28,368	\$113,472
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 60.49
 Total Staffing For Health Insurance = 60.49

Total Salary Costs			\$1,994,024
OEC Rate		28.53%	\$568,895
Health Insurance Per FTE		\$8,611	\$520,888

Subtotal Personnel Revenue	\$3,083,807

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	45.32		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	133,932
Division II - Energy - Current Unit Value =	\$ 2,435	\$	110,363
Division III - Equalization - Unit Value =	\$ 16,823	\$	762,464
Academic Excellence Division III =		\$	47,103
MCI/Annual Maintenance =		\$	39,501
LEP =		\$	-
Student Transportation Amount =		\$	412,125

Subtotal Other Sources	\$1,505,489

Grand Total State Sources	\$4,589,295

County	Transportation		FY 12 Transp P/Pupil (70%)
	Vo Tech		
New Castle	NCCVT	\$	830.00
Kent	Polytech	\$	785.00
Sussex	SCVT	\$	915.00

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Preslige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,689
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Millford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

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Fin. Ops
Guide

ACCOUNTING PROCEDURES MANUAL

First State Military Academy

I. Purpose

The purpose of this Accounting Procedures Manual is to reinforce and supplement the State of Delaware Budget and Accounting Manual. This manual was designed to establish consistency and uniform standards; it provides assistance in understanding key roles and responsibilities at the First State Military Academy and should reinforce the systems already in place through the State.

An important financial goal is to implement a sufficient internal control structure, incorporating the five components identified by the Committee of Sponsoring Organizations of the Treadway Commission Report entitled *Internal Control – Integrated Framework (COSO)*. Internal control is a process, affected by an entity's board of directors, management and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

- Effectiveness and efficiency of operations
- Reliability of financial reporting
- Compliance with applicable laws and regulations

Internal control consists of five interrelated components. These components provide an effective framework for describing and analyzing the internal control system implemented in an organization.

The five components are the following:

Control environment: The control environment sets the tone of an organization, influencing the control consciousness of its people. It is the foundation for all other components of internal control, providing discipline and structure. Control environment factors include the integrity, ethical values, management's operating style, delegation of authority systems, as well as the processes for managing and developing people in the organization.

Risk assessment: Every entity faces a variety of risks from external and internal sources that must be assessed. A precondition to risk assessment is establishment of objectives and thus risk assessment is the identification and analysis of relevant risks to achievement of assigned objectives. Risk assessment is a prerequisite for determining how the risks should be managed.

Control activities: Control activities are the policies and procedures that help ensure management directives are carried out. They help ensure that necessary actions are taken to address risks to achievement of the entity's objectives. Control activities occur throughout the organization, at all levels and in all functions. They include a range of activities as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of assets and segregation of duties.

Information and communication: Information systems play a key role in internal control systems as they produce reports, including operational, financial and compliance-related information, that make it possible to run and control the business. In a broader sense, effective communication must ensure information flows down, across and up the organization. Effective communication should also be ensured with external parties, such as customers, suppliers, regulators and shareholders.

Monitoring: Internal control systems need to be monitored--a process that assesses the quality of the system's performance over time. This is accomplished through ongoing monitoring activities or separate evaluations. Internal control deficiencies detected through these monitoring activities should be reported upstream and corrective actions should be taken to ensure continuous improvement of the system.

II. Cash Management – General Overview

Financial reporting source documents are generated from the State of Delaware Division of Accounting's system for accounting, transaction processing and recording, the First State Financial System (FSF). The Chart of Accounts is prepared and maintained by the State of Delaware and is listed in the State of Delaware's Budget and Accounting Manual, which has been incorporated by reference. FSF's primary functions are to record cash receipts, purchase orders, and expenditures, and to exercise spending controls to ensure that no amount of funds is obligated or spent in excess of the funds available. The system is administered by the Division of Accounting and functions through the state's central computer facilities operated by the Department of Technology and Information (DTI). School funds are deposited into and available through one statewide bank account which is overseen by the Office of the State Treasurer. Funds in the statewide account allocated to an individual school are identified and tracked in the state's accounting system through the use of sub-accounts, referred to as appropriation accounts that are coded to identify the school and type of funds.

All revenue, purchase orders and disbursement transactions are individually recorded into FSF through an array of accounting documents and transactions. Interest is earned by the school for Local funds deposited into its individual sub-account. Payments to vendors are processed through a single central vendor-payment account and all employees are paid through a single central payroll account. FSF cash receipts are deposited into the main Delaware bank account. The deposit slip and supporting documentation are used by the Administrative Assistant to prepare a CR form that is approved by the Superintendent and then returned to the administrative assistant for entry into FSF.

III. Cash Receipts – State and Local Funding

For a more detailed discussion of State and local funding, please refer to the "Delaware Charter School Technical Assistance Manual", Section "Delaware Department of Education Programs and Services – State and Local Funds".

1. State and Local funding calculations are funding mechanisms that are primarily determined by student enrollment, local cost per pupil rates, staff certification, experience and education level, transportation contracts and eligible pupils and other state sources.

a.) Delaware State funding is received in two installments annually:

(a.) Preliminary: 75% of a charter's state funds are forwarded in July and reflect May 1st pupil data

(b.) Final: the remaining balance of state funds are typically forwarded by December or January; amounts are recalculated and adjusted to reflect the September 30th unit count

b.) The school will receive a document from DOE in July and January with an analysis and breakout of amounts to be received.

c.) Funds will be received by the state via FSF revenues

(a) The Superintendent and Board must verify that the funds received agree to the document received by the school from DOE in July and January.

d.) Staff rosters evidencing certification are due December 15th of each fiscal year and must be kept up to date at all times to maximize state funding calculations.

e.) Student transportation funding reimbursement must be coordinated through the DOE, contact School Transportation at 302-735-4280. Please refer to the *"Delaware Charter School Technical Assistance Manual", Section "Delaware Department of Education Programs and Services – State Transportation"*.

f.) Adjustments may be made to state funding, including audit findings resulting in the disallowance of students, teacher certification updates, National Board Teacher and cluster, state retirement payouts, etc. These adjustments must be identified and verified by the Superintendent and Board members upon receipt.

g.) Local fund billings to the districts are calculated and issued by charter schools at least twice a year:

(a.) Preliminary: In July, DOE provides the schools with preliminary local cost per pupil rates and a blank local billing template which calculates the 35% preliminary amount owed by relevant district based on the May 1st pupil data roster (Form 4). The preliminary Form 4, local billing template and other

required unit count forms are to be compiled by the administrative assistant and approved by the Superintendent.

(b.) The school is NOT permitted to issue its local billings to districts until after those preliminary rates and blank local billing template is provided to the school.

i.) Final: In September, DOE provides the school with the final local cost per pupil rates and a blank local billing template to calculate the remaining balance owed by relevant districts based on the September 30th pupil roster (Form 4). The final Form 4, local billing template and other required unit count forms are to be compiled by the Administrative Assistant and approved by the Superintendent.

(a) The school is NOT permitted to issue its local billings to districts until after those final rates and local billing templates are provided to the school.

(b) Districts are instructed by the DOE to advance the remaining balance of the recalculated total LESS any disputed pupil amounts

h.) During the remaining months of the fiscal year, the school must work with the local districts to resolve all pupil disputes and issue adjusted billings to relevant districts.

i.) Funds will be received by the local districts via FSF revenue

(a) The SUPERINTENDENT OR DESIGNEE and Board must verify that the funds received agree to the local billings sent by the school to the local districts.

j.) State disbursement schedule varies for new schools based on code.

IV. Cash Receipts – Federal Funding

For a more detailed discussion of federal funding, please refer to the “Delaware Charter School Technical Assistance Manual”, Section “Delaware Department of Education Programs and Services – Consolidated Application”.

1. If the School desires to participate in certain federal programs, it must complete the Consolidated Application. Certain state funded programs are also included in the Consolidated Application.

2. If the school decides not to participate, then DOE must be notified in writing.

3. Consolidated Applications are submitted to the State of Delaware between July and October of each fiscal year. Specific submission deadline dates are established annually and are listed on the Consolidated Application manual. The earlier the submission, the earlier the effective date of the grant will be.

4. In July or August of the fiscal year, the DOE will inform the school of their preliminary Federal allocations. These allocations are subject to change and any documentation should be filed in a federal funding file.

5. The Superintendent and Board will work together to ensure that the objectives of the federal grant will effectively supplement the student achievement goals of the school. The application will be submitted through the State of Delaware based on current year application deadlines.

6. Once approved, Federal grants reimbursement payments are loaded by the State, typically at the beginning of the fiscal year after finalization.

7. Expenditures related to the approved grant must be coded carefully to ensure that the expenditure is matched to the grant effective date and the grant award document. Careful attention must also be exercised by the Superintendent and Board to ensure that compensation allocations are still appropriate and are matched to the budget and grant goals (i.e. change in para professional personnel, etc.).

(a) Expenditures must match planned to spending patterns outlined in the approved consolidated application. An amendment must be filed and approved if schools wish to change how funds will be spent.

(b) Refer to procedure **VII. Purchases of Goods and Services** outlining processes for submission of purchase orders and purchase vouchers when spending the federal funds. It is important to document on the PO and PV the federal appropriation source (i.e. Title IID, Software, etc.).

8. A Maintenance and Effort Calculation is forwarded to the school by DOE to calculate an Indirect Rate and is prepared by the Superintendent’s designee and approved by the Superintendent. Once approved by DOE, this analysis creates the indirect percentage component of the Federal Grants that may be recognized into local revenue.

9. As part of its month end financial analysis, the Superintendent will provide a report that will allow the Board to ascertain the status of Federal Grant Revenue earned and the status of any Federal Grant Revenue that is not being spent effectively or in line with the approved budget.

V. Cash Receipts – Other

1. Hand Delivered Cash and Checks

a) Parents bring funds to the School on behalf of their children for various activities, fundraisers, etc. These funds could be cash or check. Each time funds are received on behalf of children a receipt is given to the parent or guardian. No receipt is given for meal money collected from children unless requested by the parent or guardian.

(i.) Receipts are located in a pre-numbered multi-copy receipt form from a “receipt book” found at office supply stores.

(ii.) Each major source of funds has a separate book and designee within the building to accept those funds and to issue receipts. Two books are maintained: Meal Money and Other. Student name and amount paid is kept for meal money. Reasons for other collectables are noted on receipts.

(iii.) Endorsements and “For Deposit Only” notations will be applied immediately to checks upon receipt by the designated staff.

(iv.) Cash and checks will be batched daily by the Administrative Assistant (for “Other” receipts) or the food service coordinator (for “Meal Money” receipts).

2. Mailed Cash and Checks

a) A staff member designated by the Superintendent or Designee shall open all mail when received and dates stamp such correspondence prior to its distribution. Meal Money receipts will go to the food service coordinator and all other receipts will go to the Administrative Assistant.

(v.) Endorsements and “For Deposit Only” notations will be applied immediately to checks upon receipt by the designated staff

(vi.) Cash and checks will be batched daily by the Administrative Assistant (for “Other” receipts) or the food service coordinator (for “Meal Money” receipts).

3. A safe in the Administrative Assistant’s office is used to safeguard cash until a bank deposit is made. All cash and checks collected daily, regardless of source, must be turned in to the Administrative Assistant by 2:30 PM each day. All funds will be secured in the safe, not to exceed \$100, and deposited the next business day.

4. Daily receipts are totaled by function and entered onto the deposit slip; each function having its own deposit slip. Bank Deposits must be made promptly and under the guidelines outlined by the State of Delaware Treasurer’s Office, as summarized below:

a) All monies, which belong to the State, are to be deposited on the day of receipt to the credit of the State Treasurer in the designated depository of the State’s funds, with the exception of those funds received after the closed of normal banking hours or when the school receives less than \$100 in daily receipts. It is required that a deposit be made when the accumulated un-deposited receipts exceed \$100 or on a weekly basis, whichever occurs first. When monies are received after the close of normal banking hours, they shall be deposited on the next business day. However, if the receipts are of a significant magnitude, arrangements should be made for after-hour deposit.

5. The Administrative Assistant submits the properly approved Cash Receipts Form (CR) along with the deposit information to the Superintendent.

6. The original of all cash receipt transactions are maintained by the State of Delaware Treasurer’s Office. The School maintains carbon copies of the CR’s.

VI. Purchase of Goods or Services

*Note: Goods or services that require competitive bidding from contractors or vendors **must adhere** to Title 29, Chapter 69; Delaware Procurement Regulations.*

Purchase Orders and Purchase Memos are prepared on site at the First State Military Academy

For orders of items or services under \$2,500

1. Prior to placing an order for items or services, School Personnel must fill out an “Approval for Orders Under \$2,500” Purchase Memo

Required data includes:

- a.) Requester Name
- b.) Date of Request
- c.) Items or services requested
- d.) Reason for request
- e.) Cost of the item or service
- f.) Cost of shipping
- g.) Expected Source of Budgeted Funds (if known)
- h.) Vendor name
- i.) Vendor Federal Identification Number
- j.) Vendor Contact Information
- k.) Remittance Address
- l.) Expected Order or Service Date
- m.) Requested by Signature and Date
- n.) Attach any relevant information, such as order forms, brochures, print outs, etc.

2. The completed Purchase Memo will then be submitted to the Administrative Assistant who will verify for accuracy and completeness. Generally, expenditures are paid out of state funds unless specific to federal grant or cafeteria expenditures.

Once state funds are depleted, local funds are used.

3. The Administrative Assistant will submit the Purchase Memo to the Superintendent for approval and signature. The Superintendent will return the approved and signed Purchase Memo to the Administrative Assistant.

4. The Administrative Assistant will communicate to the requestor that an order for items or services can now be placed. Any order confirmation numbers or other relevant information should be communicated to the Administrative Assistant, who will record the information on the Purchase Memo.

5. The Administrative Assistant will file the Purchase Memo in a pending file until the items has been received or services have been rendered, an invoice has been received by the vendor and is due for payment. Once this occurs, refer to **Section**

VII Receipt of Goods or Services by the School.

For orders of items or services equal to or greater than \$2,500

1. Prior to placing an order for items or services, School Personnel must initially fill out a Purchase Order Form.

2. Attach any relevant information, such as order forms, brochures, print outs, etc.

a) Any questions re: filling out the PO can also be directed to the Division of Accounting if necessary

3. Completed Purchase Orders will then be transmitted to the Administrative Assistant who will verify for accuracy and completeness. Generally, expenditures are paid out of state funds unless specific to federal grant or cafeteria expenditures. Once state funds are depleted, local funds are used.

4. Approvals are required in accordance with the following table, and will be evidenced by authorized signature, pursuant to Delaware regulations.

5. The Administrative Assistant submits the properly approved Purchase Order to the Superintendent

6. Upon receipt of the properly approved Purchase Order, the Superintendent completes the following:

a.) Confirms that appropriate authorization has been obtained with authorized signatures;

b.) Confirms the availability of funds;

c.) Enters the necessary data from the properly approved Purchase Order into FSF;

d.) Returns a copy of the processed Purchase Order to the Administrative Assistant;

7. The Administrative Assistant is responsible for:

e.) Forwarding the approved and processed Purchase Order to the Vendor

f.) Forwarding a copy of the Purchase Order to the Division of Accounting if the amount is > \$2,500.

g.) Filing a copy of the Purchase Order in a pending file

VII. Receipt of Goods or Services by the School

1. The Administrative Assistant (or other designated school personnel), along with the Requesting Employee, is responsible for verifying conformity of delivered items or services to the applicable Purchase Memo or Purchase Order in the Vendor Files and to accuracy of the terms of the invoice

a) Verification of receipt of services from all independent contractors must include an itemized invoice of services provided. A receipt must be obtained for personnel services provided to the school that would not otherwise have an invoice.

2. Any discrepancies are to be reported directly to the vendor immediately. All communication with the vendor is to be noted on the original Purchase Memo or Purchase Order, complete with dates and contact names.

3. Approval and verification of the order and related invoice shall be evidenced by a signature and date on the Purchase Memo or Purchase Order and the invoice.

4. The approved Purchase Order or Purchase Memo with attached invoice and other documentation is then forwarded for further processing by Superintendent.

VIII. Cash Disbursements – Payment Vouchers (PV'S)

Purchase Vouchers are prepared by the First State Military Academy and are recorded in FSF. Purchase Vouchers should be prepared with strict attention to due dates and prompt vendor payment in order to receive applicable discounts. It is expressly understood that no vendor invoices should be held for payment unless approved by the Superintendent and authorized board members. To avoid duplication of payment, all payments should be made on the basis of original invoices rather than statements. All approved invoices will be paid within 30 days of receipt. Cash Disbursements must be executed using the guidelines and policies set out by the State of Delaware Office of the Budget "Budget and Accounting Policy Manual – Disbursements".

1. The Administrative Assistant will use the documentation approved above to complete the Payment Voucher (PV). The Vendor Federal Identification Number and Vendor Invoice number must be included on the invoice and recorded on the PV. If the vendor invoice and the Purchase Order are not in agreement, the amount of the difference will be charged to the proper account using an Encumbrance Adjustment form.

2. For purchases less than \$2,500, the Administrative Assistant will submit the PV to the Superintendent for approval and signature. For purchases greater than or equal to \$5,000, the Administrative Assistant will submit the PV to the Superintendent and an authorized Board Member for approval and signature. All relevant documentation must be attached, including the initial Purchase Memo/Purchase Order, invoice, packing slips, etc.

3. The Superintendent and appropriate Board Member (if $\geq$ \$5,000) will return the approved, dated and signed PV and documentation to the Administrative Assistant.

4. The approved Payment Voucher with attached documentation is then processed as follows:

a) For PV's less than \$2,500

(i.) The Administrative Assistant will file the completed PV and documentation

(ii.) A check will be issued by the State Treasurer's office per the guidelines listed in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual – Disbursements".

b) For PV's greater than or equal to \$2,500,

(i.) The Administrative Assistant will forward the completed white PV page labeled "Department of Finance" to the State of Delaware Division of Accounting for further processing.

(ii.) The Administrative Assistant will file the remainder of the completed PV and documentation for month end reporting

(iii.) A check will be issued by the State Treasurer's office per the guidelines listed in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual – Disbursements".

8. The Superintendent or designee will reconcile all PO's, PV's and CRE's. Any discrepancies will be noted and corrected.

9. Per the State of Delaware Office of the Budget "Budget and Accounting Policy

Manual”, any check that has been written in error or that the school has decided not to forward to the vendor should be sent to the State Treasurer’s Office, Receipts and Disbursement Section, with the word “CANCEL” written across the front of the check along with a copy of the original payment voucher. The Treasurer’s Office will verify the check with the outstanding check list, then forward to the Division of Accounting. The Division of Accounting will prepare a CX reducing the school’s expenditures. It is the school’s responsibility to issue a new PV if necessary.

10. Correction to an Amount – If an incorrect amount was released to a vendor it is corrected as follows:

a) If the payment was less than the correct amount, another PV should be issued.

However, the total encumbrance may not be exceeded; or

b) If the payment was greater than the correct amount, the vendor should be contacted to refund the difference by check and the school should issue a Cash

Receipt form (CR). If the receipt is during the current fiscal year, the CR shall indicate the receipt is a reduction in expenditures. If the receipt falls in the next fiscal year, the CR shall show it as revenue. The CR must include the same vendor code and object code as the PV which initiated the payment.

11. If other information is recorded by FSF (i.e. appropriation or object code) needs to be corrected, the Expenditures Correction form (EX) is used.

The use of a CR or EX to correct expenditure information recorded under FSF requires various levels of approval and is outlined in the State of Delaware Office of the Budget “Budget and Accounting Policy Manual”

IX. Intergovernmental Vouchers (IV’s)

Per the State of Delaware Office of the Budget “Budget and Accounting Policy Manual”, an Intergovernmental Voucher (IV) is used when the buyer and seller are state agencies and is usually initiated by the selling agency. The IV permits transactions between agencies without the issuance of a check via a PV and the subsequent execution of a CR and bank deposit.

a.) Authorized signatures for the IV must be on file with the Division of Accounting and follow the guidelines outlined in the State of Delaware Office of the Budget “Budget and Accounting Policy Manual”. At FSMA, the Administrative Assistant will prepare the IV and the Superintendent will approve IV’s. All approved IV’s will be paid within 30 days of receipt.

b.) Correction to an IV Transaction – when errors are discovered after an IV has been processed; they are to be corrected in the following manner:

c.) If both the Buyer and Seller entries are incorrect because the amount was in error, a new IV should be executed with a new document number, for the net difference.

d.) If there is a coding mistake (other than amount) in the Buyer portion of the IV, the error should be corrected with an EX transaction.

e.) If there is a coding mistake (other than amount) in the Seller portion of the IV, the error should be corrected with a CR transaction.

The use of a CR or EX to correct expenditure information recorded under FSF requires various levels of approval and is outlined in the State of Delaware Office of the Budget “Budget and Accounting Policy Manual”

X. Petty Cash Account and Food Service Account

1. The Petty Cash Account should be used primarily for supplies where the vendor is not willing to accept credit, for emergency expenses, or for pass-through of school activities.

a.) Purchases from this account are limited to \$500.00.

Transactions over \$500.00 will be processed through FSF.

Signatories on the Petty Cash Account are the Superintendent and a designee. Two signatures are required.

2. Petty Cash account will be reconciled, at a minimum, monthly.

b.) The Superintendent or designee records the petty cash activity and reconciles the bank accounts. The activity is summarized for the annual audit.

c.) The reconciliation between the Petty Cash Account will be performed on a monthly basis.

d.) Receipts for all transactions will be kept.

e.) Completed reconciliations will then be approved and signed by the Superintendent.

XI. Supercard/PNC Purchase Card

The State of Delaware has contracted with PNC Bank to provide state agencies and school districts with a VISA card program for procurement (small purchases) and/or travel purchases. A detailed description of the Supercard Program is outlined in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual –

SUPER Card Purchase/Travel Program"

1. The Superintendent has access to a Visa Credit Card issued as part of the State of Delaware Supercard program. The card has the name of the Superintendent embossed on it, is in the

Superintendent's possession at all times and requires his signature at the time of the purchase.

2. At the time of purchase, documentation shall be retained as proof of the purchase in the form of receipts, packing slips, etc.

3. At the end of each billing cycle when a cardholder statement is received, listing the transactions for the period. The Administrative Assistant will check the statement and match the receipts to the statement.

4. Payment in full is due within 30 days of the billing date, or as listed on the statement.

XII. Child Nutrition Program

For a more detailed discussion of Child Nutrition Programs, please refer to the "Delaware Charter School Technical Assistance Manual", Section "Delaware Department of Education Programs and Services – Child Nutrition Programs".

1. Student Meal Money represents funds received by the school from students or teachers to purchase lunches. These funds tend to be of a nominal amount given the extent of Free and Reduced eligibility.

2. Teachers collect lunch money from students in the morning. Teachers fill out a Lunch Count Form that includes the date, names, and amount of money collected from each student and submits this form to the food service manager. The food service manager then checks and records this in the individual student account with the date and amount recorded. A daily report is then submitted to the Superintendent with this information plus all monies collected by the food service manager in the cafeteria. This would include teacher lunch money, student lunch money, extras money (ice cream, juice, milk) and any money paid by a parent or guardian. The food service manager also prepares a bank deposit for all funds turned in. This total is then logged into the Food Service Record Book. The Superintendent then reconciles funds collected with lunches served.

3. Teachers that choose to eat school lunches reimburse the school.

4. Funds are deposited to the Food Service Account. Teachers are to sign and date all homeroom forms when money is collected. Cafeteria employees' sign and date, and review timely to ascertain agreement of funds received.

5. Refer to **V. Cash Receipts – Other**, for deposit procedures related to Meal Money receipts.

XIII. Payroll

Payroll functions include the preparation and approval of personnel action forms, including those for employment, change, and separation actions; and record maintenance, approval, and reporting related to time worked, absences, and sick leave and vacation accrual. Payroll is processed through the Delaware PHRST system and Payroll checks are physically produced by the State of Delaware. All policies of Delaware take precedence in the event of conflict with these procedures.

1. PHRST New Hire Policy

a) School assumes the responsibility of completing these tasks in a timely manner in order to hire staff on time.

b) School plans to hire employee, gives employee new hire packet BEFORE their first day of work. Preferably at least 2 weeks before.

c) School completes the HR memo (see Attachment B).

d) School completes the Payroll sheet.

e) Superintendent enters new hire information into PHRST database.

j) Superintendent forwards benefit enrollment form if applicable to employee the following day.
l) Superintendent or designee checks monthly to ensure accurate and updated information is reflected on the PHRST system.

m) Exceptions on daily, weekly and monthly reports will be reviewed and corrected as applicable as soon as possible.

2. PHRST Payroll Policy

a) Superintendent or designee assumes the responsibility of completing these tasks in a timely manner in order to process payroll on time.

b) Superintendent or designee records staff absences, additional time worked and any additional pay information.

c) Superintendent or designee ensures that time and attendance records reflect actual time worked and are properly authorized.

d) Superintendent or designee files the paperwork.

e) Superintendent or designee reviews the report and reconciles it with the submitted information.

f) Superintendent completes the PHRST Payroll Authorization form and faxes the form to the State on schedule.

g) Superintendent files Payroll Authorization form and payroll report.

3. PHRST Benefits Policy

a) FSMA assumes the responsibility of completing these tasks in a timely manner and maintaining the employee records.

b) FSMA gives new employee the State of Delaware Benefit Enrollment booklet and sends benefit election reports to school the day after employee is hired and entered in the PHRST system.

c) Employee selects desired options, signs the form and returns them to the designated school personnel.

d) Superintendent or designee enrolls employee into their selected benefits and sends the school benefits enrollment confirmation the next day.

e) School reviews and confirms the benefits and forwards to employee.

f) Employee reviews, signs and returns the form to the designated personnel for storage in employee records.

XIV. Monthly Board Reporting Schedule

1. Complete Board Package – fourth Thursday of each month

a) Financial Activity Analysis

b) Budget Variance Analysis

c) Cash Flow Analysis

d) FSF Statement of Budgetary Activity and Account Analysis

e) Local Billing Analysis

f) Quarterly Detailed Expenditure Analysis

XV. Budgeting, Budget Preparation and Control

The school's budget is essentially a tool for planning and control and for measuring actual performance. Projections are principally based on the estimated total student enrollment and the estimated number of special education students.

Revenue sources include: Federal, State and Local funds, foundation funds and grants and food programs.

Expenditure projections include: Salaries and benefits, staff development, curriculum materials supplies, office supplies, equipment leases, office equipment maintenance, testing materials, insurance, accounting & legal, medical services, security, utilities, rent allowance, maintenance & repair, marketing, food/cafeteria, transportation and contingencies.

1. Delaware budgets require a 2% contingency based on state and local revenues

2. Budget Preparation

a) Budget preparation approximately begins during the 4th Quarter of the current fiscal year.

3. The budget is reviewed, finalized, and approved by the Board.

4. The Superintendent is provided with a Board-approved budget with projected revenues and approved projected expense amounts. It is essential for the sound financial management of the charter school that every effort is made to adhere to the approved budget.

5. Material deviations that are not temporary realignments of budgeted dollars are to receive Board approval.

6. The budget project revenues for the year as accurately as possible, however, actual school revenue performance may vary. The Superintendent is responsible for reviewing the projected revenue as compared with the actual revenue on a monthly basis so that adjustments to expenditures can be made accordingly.

7. The budget is reevaluated once September 30th enrollment is finalized to determine if any revisions are required to revenue and expenditure line items.

XVI. Fixed Assets

1. Definitions

a) Capital Expenditure

(i.) Capital expenditure means the cost of the asset including the cost to put it in place. Capital expenditure for equipment means the net invoice price of the equipment, including cost of any modifications, attachments, and accessories as well as cost of transportation incurred or shipment of external suppliers.

b) Equipment:

(i.) Equipment is non-expendable, tangible, personal property, which stands alone, is complete by itself, does not lose its identity and has a useful life of more than one year.

2. The following shall be capitalized:

a) Items of equipment which have a per unit acquisition cost of \$1,000 or more;

b) Items of equipment which are furniture used by students, teachers, or staff;

c) Items of computer hardware accessories having a per unit price of \$25 or more which are connected to student, teacher, or staff computers; and

d) Textbooks or library books.

3. Minor Equipment:

a) All other items of equipment, which do not meet the definition of Capital Equipment above shall be expensed as supplies and materials.

4. Maintenance and Repair:

a) Expenditures needed to maintain equipment in a proper operating condition or to restore equipment to a proper operating condition are expensed.

5. Computer software

a) If software is associated with the specified computer, the software will be depreciated over the same period as that equipment. Except as provided in the preceding sentence, all computer software is expensed.

6. Depreciation:

a) Depreciation will be calculated on a straight-line basis with the following service life:

(i.) Office equipment: 5 years

(ii.) Office furniture: 7 years

(iii.) School furniture: 7 years

(iv.) Computers: 5 years

(v.) Computer software: 3 years

7. Physical Inventory of Capitalized Assets

This serves as the planning document to facilitate an accurate accounting of the high value assets your school has invested in, and the community has contributed. There are two primary benefits: The act of taking and reconciling an inventory is in itself a very key requirement to having sound fiscal policies and procedures, and the results help ensure that the financial statements are accurately stated. These actions will allow for the financials to be audited.

- a) Each school is expected to take a complete physical inventory of all assets of value as of each year-end to be compared to a master inventory list, even though Delaware only requires one bi-annually. The results will be segregated into two categories: those officially tracked on the School's Balance Sheet as Fixed Assets and those that the school feels they should track for management purposes. The Superintendent or designee is charged with managing the onsite process, which includes the key steps of reconciling counts, document retention and managing fixed assets such as control over the laptop control listings. These results will be reconciled to what has been purchased and donated.
- b) The count is to take place as close to June 30 as possible, with special procedures being in place to adjust to June 30 if the count is taken a few days before or after (e.g. the last day for teachers).
- c) Regardless of the date(s) of the count, all receipts of assets must be clearly documented as to whether they are included in the count or not, and what date the school took possession of the items (i.e. the delivery date). Document everything. For example, receipts without invoices or invoices without goods arriving

XVII. State Financial Reporting Requirements

The fiscal calendar starts on July 1 and ends on June 30 of the following year. All proposed adjustments and analysis must be completed by time lines outlined by the State of Delaware Division of Accounting. Memos will be sent to the school outlining "Fiscal Year Start Up Procedures", "Letter of Representations", "Fiscal Year End Fringe Benefits Costs", "Monthly FSF Close-Out Schedule for FYXX", "State Organization Reconciliations", "Fiscal Year End Procedures", "Annual Certification of Internal Controls".

- a) Memos are available online at www.state.de.us/account. Select "For Government", "Memorandum", FYXX Modified Accrual Basis of Accounting
- b) For Fiscal Years ending June 30, XXXX, the school will work with the auditor to produce financial statements that convert them from a cash basis of accounting, in which revenues are reported when received and expenditures are reported when paid (the basis of FSF), to a modified accrual basis of accounting, when revenues are considered to be available if they are collected within 60 days of the end of the current fiscal period and expenditures generally are recorded when a liability is incurred, as under accrual accounting.

Payroll – ensure that an understanding of all relevant pay periods and employees are included in the documentation forwarded by the school

Accounts Payable – ensure that clear cut off timeframes are communicated when identifying invoices or unbilled services, where the specific amounts are known, for inclusion in any accrual

XVII. Record Retention and Filing

Record Management is designed to provide control over records from the time of their creation or receipt to their ultimate disposition. The specific length of retention is dictated by the State of Delaware. Record Management must be executed using the guidelines and policies set out by the State of Delaware Office of the Budget "Budget and Accounting Policy Manual – Records Retention and Filing".

1. Original copies of all invoices, purchase orders, rental agreement and any other financial documentation (CR's, EX's, PV's, etc) are kept at the school.
2. All documents are stored and retained on site at the school until the mandatory retention period has expired in accordance with applicable Federal, State, and Local laws and regulations. Records retention is established by the Bureau of Archives and Records Management; Division of Historical and Cultural Affairs. A Records Management Handbook titled "General Records Retention Schedule" is available to each agency and school.

XXI. Chart of Accounts, Financial Manual

A Chart of Accounts is utilized in the maintenance of all accounting records and budgets. The State of Delaware has a comprehensive Chart of Accounts and a State of Delaware Office of the Budget "Budget and Accounting Policy Manual" available.

I
EMPLOYEE

THE FIRST STATE MILITARY ACADEMY EMPLOYEE POLICY MANUAL

DRAFT

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HIRING POLICY

The FIRST STATE MILITARY ACADEMY, through its Superintendent or designee, coordinates all employment activity in order to:

- attract and hire the best candidates for all available positions;
- assure that proper employment practices, as defined by law and policy, are adhered to;
- assist the new employee in becoming acclimated to the school; and
- maximize the school's return on its investment

POLICY ADMINISTRATION

This policy applies to all positions, but not limited to, regular, temporary, full-time, and part-time employment. The Superintendent is responsible for coordinating and communicating current standards and approval requirements for all employment related activities.

Every available position must be authorized through a Personnel Requisition, requiring a minimum of two levels of signatures (Commandant and Superintendent). Additional approvals may be required based on the nature of the position; business conditions etc.

The Commandant seeking to fill a position contacts the Superintendent who assists in initiating the Personnel Requisition and advising what approvals are needed.

RECRUITING

Sourcing of candidates to fill an approved position, including the preparation and commitment of advertising; internal posting and the use of employment agencies, if necessary, is coordinated by the Superintendent.

INTERVIEWING

The Commandant and/or Superintendent will interview and hire candidates for employment.

Scheduling of interviews; reference checking; and other related activities are the responsibility of the Superintendent in cooperation with the Commandant.

CONTRACT

All employees will receive contracts prior to the first day of the contract year. All employee contracts at the First State Military Academy are for one-year terms. Both the employee and the Superintendent will sign the contract and each party will receive a copy with the school seal affixed. The Superintendent's contract will be signed by the Board chairperson.

SALARY

Teachers and staff will receive a base pay equal to 95% of the current average of Kent County school districts' pay scale for their positions. They may also be eligible for incentive pay, depending on the achievement of the academy's overall goals in the area of student performance, parental satisfaction, Board satisfaction, and financial management as determined by the Superintendent and the Board of Directors.

Teachers are employed on a twelve-month basis. Direct deposit payments will be made in 26 installments paid biweekly beginning in September and ending in August. The incentive payment will be made after July 1.

INITIATING EMPLOYMENT

The Superintendent will initiate employment through processing of the Payroll New Hire/Change Form. The new employee will provide additional information before or on the first day of employment to complete the personnel file; to initiate benefits coverage; and to authorize required deductions from payroll.

ORIENTATION

The Superintendent is responsible for providing the new employee with all necessary information at the start of employment. This includes, but is not limited to, information on benefits; pay; hours of work; vacation and sick days; and pertinent academy rules and regulations.

EMPLOYMENT RECORDS POLICY

POLICY STATEMENT

The First State Military Academy recognizes its obligation to treat all employee information in a confidential manner. Location and custody of files reside with the Superintendent. Employees shall have access to information that pertains to them by appointment. Employees may examine and supply additional information to clarify correct or amend such information, in accordance with this policy.

POLICY ADMINISTRATION

The responsibility for protecting the privacy of employee information resides with the Superintendent, who in the course of his normal business has access to this information. Only information authorized by The First State Military Academy personnel policies and procedures may be included in employee's files and records. Individuals who insert materials into these files and records are expected to review the information to ensure that it is appropriate prior to inclusion.

GENERAL PROVISIONS:

- Information on an employee should be collected, used, and retained only when legitimate business or legal need exists. Such information should be retained in filing systems as authorized by the policies and procedures of the First State Military Academy. This includes employee records, supervisor's files, and benefits files.
- Every effort should be made to maintain employee information in a secure, accurate and current state regardless of location. Employees should be made aware of what information is collected and retained in their files. Employees should be given the opportunity to see this information if they wish to under the guidelines listed below. Employees may amend or correct information maintained in their files by inserting a separate document. Documents disputed by an employee should remain in his/her file unless they are judged to be clearly inaccurate or inappropriate.
- All information in an employee's file may be copied upon the employee's, or a supervisor's request. Former First State Military Academy employees may also obtain a copy of their employee file with a written request to the Superintendent or a designee.

- The disclosure of employee information should be in accordance with the provisions listed below in the section titled "Disclosure of Employee Information".
- In all cases employee information should only be kept if it is factual or opinion which is supported by data. Unsupported opinion or information that is not factual should not be a part of any employee file.
- Employees are responsible for updating personal information for their file such as address, name, telephone number and emergency contact via the W 4 form.
- Employee files are the official academies record of the employment status of an employee. They reside in the Superintendent office.

EMPLOYEE PERSONNEL FILES

Employment records should contain the following:

- Annual Summative Evaluation
- Employment application and resume
- Offer Letter
- Resignation Letter
- Credentials (i.e. licensure, certificates, and diplomas).
- Criminal background clearance report
- Commendation Letters

Access to an employee's file is limited to:

- The employee, Commandant and the Superintendent.
- Legal representatives who need to access this information in the course of their assigned business responsibilities.

EMPLOYMENT VERIFICATION

There are circumstances (i.e., real estate transactions, bank loans) in which an employee needs to verify his/her employment at or previously with the First State Military Academy. When fulfilling requests for employment verification, the Superintendent or his/her designee will maintain all the confidentiality standards set for internal business processes and restrict the release of employee information on the basis of "need to know". Employment verification can be initiated either with a verbal request via the telephone or in writing.

Consistent with the "need to know" philosophy, no exact information will be given to the caller; only verification that the requested salary to be verified is in the "range" or not.

WRITTEN VERIFICATION:

Inquires made in writing should be addressed as follows:

Superintendent

TBD

Parties making the employment verification inquiry should also include a self-addressed stamped envelope and must include a signed written "permission" from the employee.

Consistent with the "need to know" philosophy, only information specifically requested will be verified.

EMPLOYEE BENEFIT POLICY

POLICY STATEMENT

The First State Military Academy has established benefit plans primarily to meet the financial and health related needs of employees and their families.

These insured-type benefit plans are in addition to benefits such as vacations and holidays provided under school policies.

Eligibility for each benefit plan is determined in accord with the provisions of each plan.

Benefit plans and their administration are described in general terms through a variety of school communication vehicles including newsletters, bulletin boards and handbook. In case of a conflict however, the provisions of the particular plan document govern.

BENEFITS

State Employees' Pension Plan

The Office of Pensions is responsible for administering the Delaware State Employees' Pension Plan (established by Del. C., Title 29, Chapter 55). Under the Delaware State Employees' Pension Plan, a charter school employee is considered pension covered if that individual's employment is full-time or regular part-time. Full-time employment requires at least 130 hours per month for at least nine months during a period of twelve consecutive months. Regular part-time employment is defined as either:

- a) Employment in a position requiring at least 50 hours per month for at least nine months during a period of twelve consecutive months, or
- b) Employment in a position where the rate of pay is at least \$200 per month for at least nine months during a period of twelve consecutive months.

All compensation earned by a member of the Delaware State Employees' Pension Plan is subject to employer pension contributions at the current percentage rate, which is established by the Board of Pension Trustees. The rate is adjusted on July 1 of each year and is based on the most recent actuarial valuation.

Documents related to pensions that are necessary during the employment of a FSMA employee include:

- Verification of the date of hire
- Verification of position and rate of pay
- Verification of the date of termination
- Documentation on any breaks in service
- Leaves without pay
- Worker's compensation

A Delaware state retiree may work at the First State Military Academy. However, the retiree must either be employed in a non-pension covered position or waive the right to a pension benefit. Delaware state retirees employed in non-pension covered positions are subject to the earnings limit set forth by the Pension Office.

Health Insurance

Coverage

First State Military Academy participates in the health plans offered by the State. Employees who qualify for benefits can select between plans offered by the state. A small portion of the insurance premium is paid by the employee. Booklets describing the plans and information about premiums can be obtained from the Superintendent.

Newly employed school teachers and employees become eligible employees when they start employment not when they sign their contract.

Coverage of an eligible employee and his or her eligible dependents will become effective on the first of the month following date of hire provided the employee submits a signed application within thirty (30)

days of the employee's date of hire or within (30) days of the employee becoming eligible for the State Share.

Cost

Employees begin earning State Share contributions on the first of the month upon completion of three months of continuous employment. Permanent part-time employees are allowed to participate in the health insurance program but must pay the full cost of the premium.

Once a year, an open enrollment period is held in May to allow employees to begin, end, or change their health insurance coverage. A change in family status during the year allows an employee to make a limited number of specific changes in health care coverage other than during the open enrollment period.

A new spousal coordination of benefits policy form must be updated each year at open enrollment.

Dental Insurance

Dental insurance is available to permanent full-time and regular part-time state employees. The employee pays the entire premium and is eligible to participate on the first of the month following date of hire or first of the month following three months of consecutive employment.

Life Insurance

Life Insurance is available to permanent full-time and regular part-time state employees who have completed at least three months of continuous employment. Employees pay the entire premium for life insurance.

Blood Bank of Delaware

The program is available to state employees. The State will pay the annual dues for all permanent employees. All other employees must pay annual fees.

Delaflex

Delaflex is available to permanent full-time and regular part-time state employees. It is a flexible-spending plan sanctioned under IRS Section 125 and automatically makes all employee deductions for health, life, and dental insurance tax-free. Federal, state, and FICA taxes are not calculated on these premium deductions.

Deferred Compensation

Deferred Compensation is available to permanent full-time and regular part-time state employees immediately upon hire. The plan is a pre-tax investment program under IRS 457, allowing employees to set aside money for retirement in a variety of investment options. Each year, you may contribute up to 25% of your taxable income up to the annual dollar limit set by the IRS (\$8500 in 2001). Your contribution can be changed at any time by calling Fidelity at 1-800-430-2363.

Currently, there are five investment firms offering nineteen investment options. These options include money market accounts, interest bearing funds and mutual funds. Returns vary depending on the performance of the individual funds chosen by employees.

You are immediately vested in any contributions you have made to your retirement plan accounts.

BENEFITS PLAN COMMUNICATION POLICY ADMINISTRATION

The Superintendent or designee is responsible for developing and administering these benefit plans, including the preparation and distribution of all ERISA required documents. He/she is also charged with communicating and administering individual benefit plans.

Employees, and dependents where applicable, are automatically enrolled for school-paid benefits at the time they become eligible.

Employees may enroll themselves or dependents in optional contributory plans at the time of eligibility by completing enrollment forms available at the Superintendent office. Time periods for enrollments are outlined in plan booklets.

Employees may enroll in some benefit plans at other times, but evidence of good health may be required.

WORKERS COMPENSATION POLICY

POLICY STATEMENT:

The First State Academy provides workers' compensation insurance coverage for employees as prescribed by law. The intent of this coverage is to provide income for employees who have injuries or illnesses arising out of and in the course of employment with the School. Workers' compensation provides income replacement, medical care, and rehabilitation for employees whose injuries or illnesses arise out of and in the course of their employment. Workers' compensation also provides benefits for dependents in the event of an employee's death.

POLICY ADMINISTRATION

ELIGIBILITY:

- All First State Military Academy employees, including temporary employees, are eligible for workers' compensation coverage.
- Employees are entitled to workers' compensation benefits under state workers' compensation laws whether the injury is caused by the negligence of the employer the, employer's agent, fellow employees, or by the employee (except for serious and willful misconduct by the employee).
- Contract workers and independent consultants are not provided coverage under this policy.
- Coverage for both workers' compensation and the State of Delaware Disability Plan begin the first day of employment.

PRACTICE

Employees are required to report within 24-48 hours all injuries and illnesses that arise out of or in the course of their employment to the Commandant or his designee. Upon notification and completion of required documents, including the First Report of Injury Form, the Superintendent will submit the report of injury to the appropriate insurance company and/or state agency as well as continue to case manage the claim for as long as it remains open.

Even if the injury at first does not appear to be serious, employees are strongly encouraged to report it to protect against future medical developments from the injury.

If treatment or hospitalization is required, all medical expenses incurred a result of the injury should be sent directly to the Superintendent who will forward bills to the insurance company.

The health carrier will not pay worker's compensation claims.

Sick Leave

- Each employee earns one (1) day of sick leave for each month worked. Ten months = 10 days, etc.
- The school front-loads the sick days, which means the employee is given all of his /her sick leave for the year at the beginning of the year rather than one day each month as the leave is actually earned. The front-loading is due to a State Board policy, not required by Delaware Code.
- Of the sick days earned during any given year, three (3) may be used as personal days. This does not add three days to the total number of days available for leave purposes, these days are inclusive of sick leave.
- Public school employees may accrue unlimited sick leave. At retirement time, the state will pay ~ of the daily rate for each accrued sick day, with a maximum of ninety (90) days. (This equates to a total of 45 days' pay.)
- Annual Leave
- Ten-month employees do not accrue annual leave
- The maximum accrual for 12-month employees is 42 days.
- DMA does not accept annual leave from any outside sources.
- Payoff at termination is 100% on the state portion.

Family Medical Leave Act (FMLA)

Federal law allows for unpaid job-related leave to eligible employees for certain family and medical reasons under specific circumstances.

BEREAVEMENT POLICY

Policy Statement

First State Military Academy provides time off to employees who experience a death within their family.

Practice

All regular employees who experience a death within their immediate family (father, mother, brother, sister, son, daughter, grandchild, husband, wife, parent-in-law, daughter-in-law, or son-in-law) the teacher will receive no deduction in pay for an absence not to exceed 3 working days. This absence is in addition to other leaves.

In the event of the death of a near relative (first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, brother-in-law, or sister-in-law) there will be no deduction in the teacher's salary for absence on the day of the funeral. This absence is in addition to other leaves.

DRAFT

LEAVE OF ABSENCE POLICY

Policy Statement

The First State Military Academy recognizes that employees may need to be absent from the workplace in order to address personal needs and obligations. Leaves are defined as voluntary time off without pay and are granted for a specific period of time.

It is the policy of the Academy to ensure all requests for leave of absence are administered fairly and consistently.

Policy Administration

Normally a leave of absence is granted only for one or more of the following reasons.

Personal-A leave provided to an employee to enable him or her to respond to personal issues or emergencies not covered under any other leave.

- Educational-A leave provided to enable an employee to complete a degree or other significant planned educational programs.
- Military-A leave provided for employees who are activated from reserve or National Guard Unit, or who join the armed forces of the United States on a full-time active basis. Military Leaves are available to any regular employee who is activated or enlists into active full-time military service.
- Family Medical (FMLA)
 1. A leave provided to birth, adoptive and foster-care parents for the purpose of bonding with children within 12 months of the event; or
 2. For the care of a family member (i.e., spouse, child or parent) who has a serious health condition or, for the employee's own serious health condition.

NOTE: Employees are entitled up to 12 weeks during any 12 month period which starts on the date the leave begins.

Eligibility

Educational and Personal

- All regular employees
- Must have 12 months of regular continuous service
- Decision to grant or deny is within the discretion and judgment of the Commandant.

Family Medical (FMLA)

An employee must have worked for the State of Delaware or the Academy for at least 12 months and at least 1,250 hours during the previous 12 months. In certain cases, prior school district service may be counted towards meeting this requirement. For purposes of this policy, full-time teachers and employees engaged in an instructional capacity shall be deemed to have worked at least 1,250 hours per year.

Leaves are granted upon request to eligible employees after submission of such request to the Commandant or his/her designee.

Please see "Duration" section for special provisions on FLMA intermittent reduced work schedule.

Military Leave

- All regular employees
- There are no prior service requirements
- Leaves are granted upon request to eligible employees after submission of such request to the Commandant or his/her designee.

NOTE: With the exception of Military and Family Medical Leaves, the Commandant or his/her designee should determine if the leave is in the best interest of the Academy.

Employees must be in good standing with the Academy to be eligible for a leave. Employees who are in

Discipline or whose performance is less than satisfactory are normally ineligible for Educational and Personal Leave.

Duration A leave of absence is granted for the specific periods of time listed below unless longer periods are mandated by applicable law.

Type of Leave

Military

(This leave may be extended
by a year at the Request of
the U.S. Federal
Government)

FOUR YEARS OR LESS

Educational

ONE YEAR OR LESS

Family Medical (FMLA)

12 WEEKS OR LESS

Personal

12 WEEKS OR LESS

- Leave taken to care for a child after birth, adoption, or a foster child placement must be taken in consecutive work weeks unless approved otherwise by the Commandant or his/her designee.
- When leave is taken for the employee's or a family member's serious health condition, leave may be taken consecutively, or on an intermittent basis, or on a reduced work schedule based on certified medical necessity.
- Requests for the extension of any leave must be submitted in advance and approved in writing.

Violations

If an employee violates the term of the leave, he/she is subject to immediate termination and will be treated as a discharge. Examples of violations of a leave of absence include, but are not limited to: working without the prior approval of the Commandant while on leave, failure to return to work when required to do so by the terms of the leave or a request from the Academy, engaging in activity incompatible with the reasons given for the leave, or behavior contrary to Academy policy or practice while on a leave.

Approval/Notices

A request for Leave of Absence form must be completed for all leaves of absence. Information included must describe the length, purpose and other details of the leave. The Commandant must approve all requests for a leave or absence.

All requests for Leave of Absence forms (approved or denied) must be maintained in the employee's personnel file. An employee must give the Commandant as much advance notice as possible of his/her intention to take a leave of Absence.

Health Certification: FMLA Intermittent Reduced work schedule will require additional Health Certification when the employee is requesting or returning from a leave associated with a health condition.

Return from a Leave of Absence

The following criteria must be used to determine the status of employees returning from a leave of absence unless otherwise required by law.

•Military and Educational

Employees' resuming from a Military Leave of Absence must contact the State of Delaware and the First State Military Academy within 90 days after separation. Six month Reservists and National Guard Members must contact the Academy within 31 days after separation.

For both leaves, the Commandant or his/her designee makes a reasonable effort to place the employee in the same position if this is not practical, the Commandant or his/her designee places the employee in an equivalent position with the Status or in a position as close to the previous position as possible.

- Family/Medical-An employee returning from a Family Medical Leave of twelve (12) weeks or less would be placed in the same or equivalent (pay, benefits and other employment terms) position that he/she held prior to the leave. Any request for an additional leave of absence beyond the 12 weeks maximum for a Family Medical Leave of Absence would be treated as a request for a Personal Leave of Absence.

If the employee returns from an approved Personal Leave which has been added to a FMLA Leave and the combined absence equals 12 weeks or greater, the Commandant must make a reasonable effort to place the returning employee in a position within the Academy. A position is not, however, guaranteed upon return.

- Personal-An employee returning from a Personal Leave of Absence of 12 weeks or less would be placed in the same or equivalent position that he/she held prior to the leave. If the employee returns from a Personal Leave of longer than 12 weeks, the

Commandant must make reasonable effort to place the returning employee in a position, however, a position is not guaranteed upon return.

DRAFT

HARASSMENT POLICY

Policy Statement

One of the First State Military Academy's key goals is to create a workplace and a working environment that supports employees' efforts to maximize their individual human potential. This goal is based on our firm belief that the success of the school is directly tied to the success of its employees. It is the policy of the Academy to provide all of its employees with a work environment that is free of discrimination and harassment of any kind or nature.

Harassment of employees by coworkers, supervisors, students and other members of the school community will not be permitted. Reprisals for reporting harassment are also prohibited. Harassment and reprisals for reporting harassment are serious offenses of the FSMA's work rules and will be subject to discipline up to and including termination. This does not prohibit an employee from taking action with EEOC and/or MCAD.

Definition:

Harassment refers to conduct or behavior, which is personally offensive or threatening, impairs morale or interferes with the work effectiveness of employees. Harassment may be illegal and may subject the academy and the individuals who engage in harassment to significant liability. However, behavior does not have to rise to the level of illegal conduct to violate this policy.

This policy refers to, but is not limited to harassment in the following areas: age, race, color, national origin, religion, gender, sexual orientation, disability status and veteran's status. Examples of such harassment include, but are not limited to: conduct or comment that threatens physical violence; offensive unsolicited remarks; unwelcome gestures or physical contact; display or circulation of written materials or pictures degrading to any gender, racial, ethnic religious or other group listed above; verbal abuse or insults about, or directed at any employee or group of employees because of their membership in any of the groups listed above.

Policy Administration

Individuals who believe that they or others have been subjected to harassment from a coworker supervisor, student or other member of the school community can report the conduct to the Commandant or the person designated by the Commandant. While employees are encouraged to report instances of harassment to their supervisor first, they are not required to do so.

Supervisors and other designated resources either observing or receiving reports of harassment are required to treat the issue seriously and to take appropriate steps to ensure compliance with this policy. Investigations will be handled in a timely and confidential manner.

Employees accused of harassment should be given sufficient information about allegations to provide them a reasonable opportunity to respond before any corrective action or discipline are imposed. Accused employees should not be assumed to have violated this policy unless and until the investigation described above establishes that they have done so. Complaints will be investigated in such a way as to maintain confidentiality. Only those individuals directly involved or who are witnesses will be communicated with during the investigation.

In the event that an investigation determines that an employee has violated this policy, supervisors shall take prompt appropriate disciplinary action up to and including termination of employment.

Where the investigation establishes a violation of policy that does not result in the termination of the harasser's employment, the supervisor is responsible for carefully explaining this policy to the harasser and for informing him or her that any further instances of harassment could result in termination of employment. A record of that communication/warning will be retained.

Individuals making false accusations will be disciplined according to the academy's normal disciplinary process.

COMPLAINT POLICY

Policy Statement

Effective management of school affairs requires reasonable and effective means of resolving difficulties which may arise among employees. To reduce potential areas of disagreement, and to establish and maintain recognized two-way channels of communication between the Board and management, this policy is established.

Policy Administration

It is the intent of this policy that complaints be resolved at the lowest level and in the most informal manner possible. All school personnel who wish to register a complaint must first express such complaint to the Commandant. A complaint, to be considered under this procedure, must be initiated within ten days from the time when the employee knew or should have known of its occurrence. If the employee is not satisfied with the disposition of the problem through informal procedure s/he must submit the complaint in writing to the Superintendent, as applicable. The complaint will specify:

1. Nature of complaint.
2. Specific problem or part of the problem still unresolved.
3. Remedy sought.

The Superintendent will respond in writing within five days of receiving the written complaint. An employee may appeal a written decision made by the Chief Administrative Officer within ten days to the Board of Directors. The appeal will state:

1. Nature of the complaint.
2. Superintendent's or designee's response.
3. Specific problem or part of the problem still unresolved.
4. Remedy sought.

Any appeal submitted to the Superintendent will be presented to the Board by the next regular meeting. Within thirty days, the Board will then render a decision, request additional information, or establish a date for a hearing. The complainant will be notified in writing of the disposition of the matter.

EMERGENCY SHUTDOWN POLICY

Policy Statement

If the First State Military Academy cannot open or must close due to emergency conditions over which neither school nor students and staff have control, it is school policy to provide clear directions in order to minimize personal difficulties.

Definition:

Emergency conditions are defined as those which seriously affect the ability to carry on work at the academy or represent a threat or danger to the general welfare of staff and students. These conditions include, but are not limited to, weather conditions such as blizzards or hurricanes, power failures, or fire.

Policy Administration

The Commandant or his/her designee is responsible for emergency school shutdown. The Commandant will establish, communicate and administer all procedures necessary to effectively handle any emergency shutdown.

Every attempt is made to give adequate advance notice to staff and cadets of a shutdown so that they will not report to school.

The length of adequate advance notice shall be determined by the Commandant but in no case shall it be less than one hour before the time the staff and students are due to report.

The method for notifying staff and students, including the amount of time considered to be adequate advance notice, is regularly communicated through radio, DMA homepage, television and voice mail.

Any staff choosing to leave work before the school shutdown is announced should notify the Commandant or his/her designee.

SCHOOL HOLIDAY POLICY

Policy Statement

The First State Military Academy grants paid holidays to all regular employees for the following days:

- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day
- Day Before After Thanksgiving
- Christmas Day
- New Years Day
- Martin Luther King Day
- Presidents Day
- Good Friday
- Easter
- Memorial Day

Policy Administration

Eligibility for paid holidays is as follows:

- All regular employees on the payroll receive holiday pay.
- Temporary employees receive no holiday pay.
- *Employees on disability receive pay at the rate which corresponds to the disability program for which they are eligible.*

Religious Holidays

Employees will be granted time off with the approval of the Commandant or Superintendent for the purpose of observing major religious holidays. Such time off shall be without pay unless the employee elects to use personal days or vacation days. Employees must give two weeks advance notice to their supervisor when wishing to take these days.

DRESSCODE

All faculty and staff are required to dress professionally at all times, reflecting the academy's standards for decorum.

- All Staff are required to have official wear with FSMA logo on the left breast pocket.
- Male attire will consist of dress shirt with tie. A blue or white golf shirt or mock turtleneck shirt may be worn with FSMA logo over left breast pocket.
- Ties will be any combination of blue and/or gold with tan pants. Black or brown shoes.
- Female attire will consist of a white or navy blue top and tan pants or skirt. Shoes will be brown or black.
- On Physical Training (Fridays) days the staff may wear the blue PT uniform if desired.

MISCELLANEOUS

HOMEROOM TEACHERS

1. Homeroom teachers are to be in their homerooms by 0730 hours. Teachers should check their mailboxes before going to homerooms to pick up attendance sheets, notices, handouts, etc.
2. Homeroom begins 0745 hours. About a minute before the homeroom bell, homeroom teachers should step into the halls to direct cadets into their homerooms. Cadets who arrive after the bell are to be marked tardy.
3. School attendance records are very important and their accuracy is critical. At the end of homeroom, a reliable cadet should deliver the absentee report to the Main Office.
4. Everyone is to stand at attention for the Pledge of Allegiance and the morning announcements made.
5. Homeroom teachers are responsible for the cleanliness of their classrooms. They will be inspected, by cadets every Friday and will not leave until the room passes inspection. Food and drinks are not authorized anywhere but the mess deck. A clean and orderly classroom leads to good academic learning environment.

HOURS

Teachers are to be in school at least 20 minutes prior to the start of the school day. On normal school days teachers are to be in school by 0725 hours. Teachers are to remain in school at least 30 minutes after all cadets have been dismissed. Dismissal for students is 1500 hours. For a normal school day teachers may leave after 1530 hours.

FIELDTRIPS

Field trips can extend learning beyond the classroom. Only school sponsored trips may take cadets from classes. Except for the sponsoring teacher, along with the Commandant's consent, cadets may not be refused permission to attend a field trip or be penalized for the same by any member of the staff. Sponsoring teachers should consider a cadet's overall academic and disciplinary performance before granting permission to go on the trip. Trips should avoid returning at a late hour to minimize absenteeism and tardiness the following day.

The procedure for conducting a field trip is as follows:

1. The rationale, date, and time of the trip is presented to the Commandant for approval as far in advance as possible so it can be posted on the plan of the week.
2. If possible, trips should be scheduled so as to avoid multiple trips in a short period of time and to avoid the same cadets going on multiple trips.
3. In consultation with the Commandant the sponsoring teacher will determine the appropriate cadet dress code for the *field trip*.
4. The Superintendent will arrange school bus transportation. All other arrangements, including appropriate supervision, are the responsibility of the sponsoring teacher.
5. Permission slips can be obtained from the school office. Parents must sign filed trip permission slips before cadets will be allowed to attend field trips. Permission slips are to be collected and retained by the sponsoring teacher. These permission slips should contain any necessary medical information including information regarding medications.
6. It is the responsibility of the sponsoring teacher to obtain an appropriate number of chaperones.
7. No later than one week prior to the date of the trip, the sponsoring teacher should distribute the list of students' names that will be on the trip.
8. Cadets not going on the trip will follow their regular schedules.
9. Amount the cadets will be charged for the field trip will be coordinated with the Superintendent and the sponsoring teacher.
10. Money collected for the trip is to be given to the Superintendent. A cash receipt will be issued for the amount submitted. All checks are to be made payable to FSMA.

LESSON PLANS

All teachers should have lesson plans for substitute teachers to follow in the event that the teacher is unable to be at school. These plans, along with class rosters and seating charts, should be kept up to date and left where substitutes have easy access to them.

PROFESSIONAL ACCOUNTABILITY

The State of Delaware requires every teacher on a Continuing License to pursue professional development opportunities each year. As an accountability management program, the state has developed the DEEDS website through which teachers may record and receive credit for the professional improvement in which they participate. It is the responsibility of the individual teacher to register online at the DEEDS website and to record the courses taken, workshops and in-service meetings attended, and all other legitimate professional improvement experiences. Credit for professional improvement must accumulate to 90 hours within the acceptable framework every three years for license renewal to occur. Paper documentation should be provided for any hours submitted. The Commandant or Superintendent will be of assistance in providing both guidance and documentation of professional development achieved through the First State Military Academy. The website may be accessed at <http://deeds.doe.state.de.us>.

PUBLIC RELATIONS

All school staff shares a responsibility for public relations. Teachers must be mindful of the fact that everything they do and say reflects on the public's perception of the academy. All external publications are to be submitted to the Commandant for review before being released to the public.

TEACHER OBSERVATION, EVALUATION

The purpose of teacher evaluation is twofold: first it is a way of documenting a teacher's proficiency in his/her profession through observation and discussion; second it provides a means whereby all teachers in the First State Military Academy can receive feedback necessary to realize goals for continued improvement.

Teacher observations and evaluations are intended to achieve and maintain quality teaching in the classrooms. These will include formal classroom observations by the Commandant, Dean of Instruction, or Department Chair. In addition, informal

observations may be conducted by peer teachers. The academy's annual surveys of parent satisfaction and reports of cadets' achievement may be included as part of the overall teacher evaluation process. At the end of the year teachers are encouraged to provide cadets with opportunities to provide feedback so the teacher can self-evaluate the course and his/her teaching.

TUITION REIMBURSEMENT

Teachers may be reimbursed the tuition cost of continuing education. The courses must be related to the teacher's current teaching assignment. Procedures for applying for tuition reimbursement:

1. The course must be related to the teacher's current teaching assignment.
2. Apply to the Superintendent before you register for class.
3. Turn in final report

These funds will be disbursed until the annual budgeted amount has been exhausted. In the summer sessions at the University of Delaware tuition is free although a small registration fee must be paid by the teacher.

FINANCE POLICIES AND PROCEDURES OVERVIEW

(For detailed description, please see the FSMA Accounting Procedures Manual)

CASH RECEIPTS

1. All deposits will be prepared by a designee of the Superintendent and deposited by the Superintendent
2. Any school employee who collects money for school activities is to turn over such money to the Superintendent to deposit such funds in the school's FSF account. All checks are to be made payable to FSMA.
3. Everyone who turns in money is to receive a cash receipt form, a copy of which is to be retained by the Superintendent.

FIXED ASSETS INVENTORY

As a state agency, First State Military Academy is required to submit a Fixed Asset Inventory to the state. In order to prepare for this Division of Accounting requirement, each teacher or staff member will be assigned responsibility for a classroom or office, and will submit it to the Superintendent annually a list of all furniture, equipment, or computers with a unit cost value of at least \$100. These lists will be compiled and maintained by the Superintendent.

PAYMENTS

1. Invoices are delivered to the Superintendent who will prepare a State of Delaware payment voucher.
2. The Superintendent will attach a copy of the purchase order, the invoice, and a payment authorization to the payment voucher. The Superintendent will sign the payment voucher and give it to the Commandant for his signature.

PURCHASES

1. Purchases are initiated by obtaining a pre-numbered purchase order form from the Superintendent.
2. Purchases between \$2,000.00 and less than \$5,000.00 require at least 3 phone bids. Purchases of \$5,000.00 or more require at least 3 written quotes.
3. After completing his/her portion of the form, the employee gives the form to the Superintendent for approval and coding.
4. The top copy of the form is returned to the employee so the order can be placed.

TERMINATION POLICY

Policy Statement

It is the academy's policy to handle all employee terminations in a fair, equitable and consistent manner. If the termination is initiated by an employee, supervisors should review the circumstances to determine if the termination can be avoided or if there is any action that should be taken to avoid similar terminations. If the termination is initiated by the academy, it is the responsibility of the Commandant to be impartial, objective, fair and very clear to the employee as to the reason for the termination.

Policy Administration

There are five types of terminations:

- Voluntary Resignation - A termination initiated by an employee for his or her own reasons.
- Retirement - Termination when an active employee retires from the academy.
- Non Renewal - A termination by the academy at the end of a contract.
- Academy Discharge - A termination initiated by the academy by reason of unsatisfactory performance; 2) misconduct or violation of a work rule or performance on site of any act; 3) an absence for three consecutive days unexcused; 4) the failure to return from an approved leave of absence/disability, or 5) by reason of reorganization, retrenchment, or financial constraints.
- Death - A termination initiated by the academy when an active employee dies.

Voluntary Resignations and Retirement

Voluntary resignations take effect at the end of the school year. Employees' should give notice of such termination in writing to the Commandant, no later than May 15th of such year. In the event of such termination, the academy may choose to accelerate the effective date of termination, and pay the teacher through the date on which the teacher intended such termination to take effect.

If this is not the case and the employee works until the last day of school, she/he may request a check representing the balance of pay due for all work completed. This check will be provided to the employee soon after the last day of school.

If the employee wishes to terminate his/her contract before the end of any school year, she/he must provide the Commandant thirty (30) days notice in writing. In the event of such a termination, the employee shall not be entitled to any "earned vacation" days. When an employee retires, he/she will be terminated on the last day of work before retirement. In addition, retiring employees should be carefully counseled by the Superintendent concerning benefits they will receive as a retired person.

Academy Initiated Terminations

The academy may at the end of any school year, terminate a teacher, provided the academy gives notice of such termination in writing to the teacher, no later than May 15th of such year.

The academy may terminate a teacher by reason of unsatisfactory performance, misconduct, or conduct unbecoming a teacher or tending to bring disrepute upon the First State Military Academy or the Delaware Department of Education; or by reason of reorganization, retrenchment, financial constraints, or any cause whatsoever. In the event of such termination the academy shall provide the teacher either thirty (30) days notice or thirty (30) days pay in lieu of notice.

A teacher may be terminated without reason or cause with sixty (60) days notice. When this occurs, the academy shall pay the teacher through the end of the contract term. In the event of a termination, either by the academy or by the employee, the employee shall not be entitled to any "earned vacation" days.

Death

In the event of the death of an employee, the designated contact for the academy should be contacted immediately. The Superintendent and designated contact will notify the beneficiary regarding life insurance, medical, dental and other benefits as appropriate. The Superintendent will remain in contact with the designated beneficiary to ensure that all details are complete.

Exit Interview and Academy Property

An exit interview will be conducted by the Commandant or his/her designee upon termination of employment with the First State Military Academy. The purpose of this interview is to gather information concerning the work experiences of departing staff at FSMA, the value of orientation programs and other relevant topics. The information is regarded as confidential and will be shared with appropriate individuals on a need-to-know basis only. In addition, the exit interview provides departing staff with information concerning their benefits upon termination.

All FSMA property should be returned to the supervisor on the final day of employment. This includes, but is not limited to, keys, books, computers, and other equipment.

DRAFT

ACADEMY SCHEDULE FOR THE YEAR 2013-2014

Hours of operation: TBD hours

DAYS TBD

DRAFT

RECEIPT OF POLICY MANUAL

I hereby acknowledge receipt of this copy of the First State Military Academy Personnel Policy Manual. I will familiarize myself with the policies, procedures and rules contained in the Manual; seek verification and or clarification regarding those policies, procedures and rules whenever necessary; and comply with those policies, procedures and rules during the period of my employment with FSMA.

I understand that FSMA shall at all times retain the unilateral right to modify, supplement or eliminate any portion of this Manual. I further understand that any changes that FSMA may make to this Manual shall supersede the policies, procedures and rules set forth herein. Such changes shall be effective immediately upon my notification thereof by FSMA and I accept responsibility for keeping informed of any such changes.

I acknowledge and agree that this Manual is not an employment contract and that in the event any provision contained herein shall be found to conflict with any provision of my employment contract with FSMA, then the latter shall govern.

NAME:

DATE:

✓ INTEREST
SURVEY ?

FSMA Questionnaire Responses, 12/27/11

In what school district do you reside?

District	Percent	Count
Christina	1.8	3
Appoquinimink	5.4	9
Capital	32.3	54
Colonial	0	0
Smyrna	8.4	14
Caesar Rodney	21.6	36
Lake Forest	6	10
Milford	4.8	8
Other	20.4	34

answered question 167

skipped question 2

When making a selection for high school, would you consider First State Military Academy for your child(ren)?

Response	Percent	Count
Highly Likely	22.6	35
Somewhat Likely	25.8	40
Likely	21.3	33
Total	69.7	108
Somewhat Unlikely	16.1	25
Highly Unlikely	14.2	22

answered question 155

skipped question 14

What is your opinion of charter schools, in general?

Response	Percent	Count
Highly Favorable	43.6	72
Favorable	22.4	37
Somewhat Favorable	23	38
Somewhat Unfavorable	4.8	8
Highly Unfavorable	2.4	4
I have no opinion	3.6	6

answered question 165

skipped question 4

Seeking Further Information about FSMA:

1. Bill Oldham 246 York Drive Smyrna De 19977 oldham10@msn.com
2. Joan Spillane, 2121 E. Denneys Rd., Dover, DE 19901 E-mail - joan.spillane@state.de.us
3. Cheryl Arsenault 219 Beechwood Ave Dover De 19901
4. Daniel Haldeman 3023 S DuPont Blvd Smyrna De 19977 daniel.haldeman@yahoo.com
5. Lynne Lott 1061 S Little Creek Rd, Lot 25 Dover, DE 19901 Lynne.Lott@state.de.us
6. Rosanna Mena 119 Trafalgar Dr. Dover, DE 19904 302-465-3692
7. Kristin Williams 321 Norway Dr. Dover, DE 19901 kristin.williams@state.de.us or kwilli2123@yahoo.com
8. Sandra Thompson 987 Wyoming Mill Road Dover, DE 19904 sl_thompson24@yahoo.com
9. Dan Mikkelsen 1700 N. DuPont Hwy, L-301 Dover, De. 19901 dmikkelsen@metlife.com
10. Stephanie Savage P.O Box 251 Frederica, DE 19946 savage.stephanie@ymail.com
11. Alexis Bryan 1580 Nathaniel Mitchell Rd Dover, DE 19904 bryan.alexis@yahoo.com
12. Magda Alsina 250 Porcher St. Dover, DE 19901 alsinamagda@gmail.com
13. Don Catalon 298 Markham Court Smyrna DE 19977 don.catalon@state.de.us
14. Gertrude Fleck trudyfleck08@verizon.net 480 Fox Pointe Dr Dover De 19904
15. Penny Rogers 2801 fawkes dr Wilm de 19808
16. Diana Welch dwelchdov@gmail.com
17. Stephani Jackson 406 Worchester Drive Dover, DE 19904 stephani.m.jackson@gmail.com
18. Patricia A Martin 57 St. Collom Dr. Felton, DE 19943 patsbasketcase@aol.com
19. David E. Dill 2 Yorkshire Ct Dover, DE 19901
20. Deanna Greene 55 Rockford Crossing Dover, DE 19901 medirose1@msn.com
21. Eli Schrock 724 Coon Den Rd Harrington DE 19952 eschrock@igburton.com
22. Maurya Muldoon 11 East Constitution Drive Smyrna, De 19977 mmuldoon@pca.k12.de.us
23. Robyn Bose, 3911 S. State St., Camden, DE 19934 bose722@comcast.net
24. Ramon Ceballos 167 Carlisle Drive Dover, DE 19904 rayceballos@hotmail.com
25. brandie booton 5649 canterbury rd felton de 19943 branflakeb@netzero.net
26. Kami Beers 313 Stonebrook Place Dover, DE 19904 klbwolf77@hotmail.com
27. Michael Kiefer 5046 North Tupelo Turn Wilmington, DE 19808 mkiefer74@hotmail.com
28. Michael Hummel 1419 Joshua Clayton Road Dover De 19904 mike.hummel.jr@gmail.com
29. Shari Reed 501 Fairnest Court Dover, DE 19904 mommyreed2@aol.com
30. Mary felts 53 fairway lakes dr dover de INfo @maryswakeup.com
31. Laura Nix 78 Lamberta Farm Dr. Smyrna,DE 19977 lpgeier@yahoo.com
32. Stephen W. Welde 244 Cambridge Road Camden, DE 19934 steve@weldemail.com
33. Dina Vendetti 352 West Wind Drive Dover, DE 19901 Dina_Vendetti@verizon.net
34. Debra Singletary PO Box 1852 Dover, DE 19903 datesbydeb@gmail.com
35. Heather Nemcic 274 Stonewater Way Dover, DE 19904 Hlnemcic@gmail.com

36. Joyce Stockslager 111 Broad St, Wyoming, DE 19934 stockslager@gmail.com
37. Ken Pennington 168 Old Camden Rd., Camden 19934 kpennington@harringtonera.com
38. Lauri Weeks 20897 South Ave Rehoboth Beach, DE Lauri@fort-night.com
39. Kevin Smith, 1408 John Clark Road, Dover, DE 19904 kppsmith@excite.com
40. Chris Theis, 32104 Dogwood LN., Laurel, DE 19956 cctheis@comcast.net
41. Willis J. Seaman, III 478 Rising Sun Road, Camden, DE 19934 ws2214@att.com
42. Herbert Konowitz 55 Beloit Avenue Dover HKonowitz3@comcast.net
43. Maggie Strauss 1169 Proctors Purchase Road Hartly, DE 19953
mstrauss319@comcast.net
44. Mary Field 13 Noble's Pond Crossing Dover DE 19904 mfield@noblespondhomes.com
45. Marie Renzi marierenzi@mac.com
46. Eric Simmons 215 Waterfowl Dr Magnolia, DE 19962 esimmons7@comcast.net



First State Military Academy

Mailing address:
3 Shinnecock Road
Dover, DE 19904

302-734-4486

Board of Directors

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Dennis J. Dinger

Kevin C. Donnelly

David W. McGuigan

Robert Moore

Lauren Garcia

I am a parent of a school-aged child that would like to see additional public education options for students in this area. I support the efforts of First State Military Academy to establish a charter high school in Kent County.

No.	Print First Name	Print Last Name	Signature	City
1	Brandie Borton	Borton	Brandie Borton	Felton
2	Michael	Kiefer	[Signature]	Wilmington
3	Ramon Sloan	Slaughter	[Signature]	Felton
4	T. Vander Sche	Vander Sche	T. Vander Sche	Magnolia
5	Ramon Ceballos	Ceballos	Ramon Ceballos	Dover
6	Donna Cinelli-Miller	Cinelli-Miller	[Signature]	Milford
7	Griffin Smith	Smith	[Signature]	Georgetown
8	Christina	Wallace	[Signature]	Dover
9	Jacqueline	Abbott	[Signature]	Houston
10	Dorcia	Patterson	[Signature]	Dover
11	Ronika	Adams	[Signature]	Smyrna
12	Patricia	Martin	[Signature]	Felton
13	Cathy	Oehler	Cathy Oehler	Smyrna
14	Karen	Sach	[Signature]	Magnolia
15	Tracey	Clar	[Signature]	Wilmington
16	Boban	Bose	[Signature]	Camden
17	Bonnie	Loder	[Signature]	Hartly
18	Brandi	Henderson	Brandi Henderson	Smyrna
19	Helen	Hall	Helen Hall	Felton
20	Cassandra	Mausser	[Signature]	Middleton
21	Cristy	Rhoads	Cristy Rhoads	Harrington
22	Paul	Weeks	[Signature]	Felton
23	Michelle	Donnell	Michelle L. Donnell	Magnolia
24	Brian	Reich	[Signature]	Newark
25	Jessica	Boesenborg	[Signature]	Dover
26	Chels	Haines	[Signature]	Milford
27	Ken	Daelen	[Signature]	Dover
28	John	Barr	[Signature]	Harrington
29	Christina	Mentell	Christina Mentell	Dover
30	Floreana	Berry	[Signature]	Dover
31	Shirelle	Austin	[Signature]	Felton
32	Anne	Cornell	[Signature]	Dover
33	Erin	Schofield	[Signature]	Smyrna
34	Janice	Whitney	[Signature]	Dover
35	Cindy	Caris	[Signature]	Dover
36	Samone	Thomas	Samone Thomas	Felton
37	Janine	Valenti	[Signature]	Felton
38	Tan	Spillane	[Signature]	Dover
39	Alexis	Bryan	[Signature]	Dover
40	Stephani Jackson	Jackson	[Signature]	Dover



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No.	Print First Name	Print Last Name	Signature	City
1	Erlean ~~MADEON~~	Marvel	<i>[Signature]</i>	Dover
2	Shayla	Jackson	<i>[Signature]</i>	Dover
3	Stephanie	Savage	<i>[Signature]</i>	Frederica
4	Michael	Hummel	<i>[Signature]</i>	Dover
5	NAYAN	MURRAY	<i>[Signature]</i>	Dover
X 6	Stephanie	Bartsch	<i>[Signature]</i>	Townsend
X 7	Billie Jo	Colan	<i>[Signature]</i>	Dover
X 8	Sandra H.	Thompson	<i>[Signature]</i>	Dover
X 9	Lynne	LOTT	<i>[Signature]</i>	Dover
X 10	Rosanna	Mena	<i>[Signature]</i>	Dover
X 11	Michael	GLEASNER	<i>[Signature]</i>	Dover
X 12	Kristin	Williams	<i>[Signature]</i>	Dover
X 13	Donna	Turner	<i>[Signature]</i>	Getton
X 14	Jennifer	Stubbs	<i>[Signature]</i>	Harrington
X 15	Anna	Owens	<i>[Signature]</i>	Dover
X 16	Rhianna	Turner	<i>[Signature]</i>	Dover
X 17	Melody	Kelley	<i>[Signature]</i>	Camden
X 18	Heather	Cordrey	<i>[Signature]</i>	Milford
X 19	Regina	Valentine	<i>[Signature]</i>	Dover
X 20	Rebecca	Daniels	<i>[Signature]</i>	Smyrna
X 21	Nora	Carlisle	<i>[Signature]</i>	Milford
X 22	Will	Austin	<i>[Signature]</i>	Dover
X 23	Caleb	Vicks	<i>[Signature]</i>	DOVER
X 24	Summer	Beauchamp	<i>[Signature]</i>	DOVER
X 25	Mary	Cox	<i>[Signature]</i>	Hartly
X 26	LATONYA	GILLIAM	<i>[Signature]</i>	CLAYTON
X 27	SEAN	DUPHILY	<i>[Signature]</i>	DOVER
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No.	Print First Name	Print Last Name	Signature	City
1	Laura	Mendez	[Signature]	Dover
2	Gerardo	Chavez	[Signature]	Dover
3	Maria	Mendez	[Signature]	Dover
4	Yanisha	Sowell	[Signature]	Dover
5	Ashley	Robinson	[Signature]	Dover
6	Alexis	Willis	[Signature]	Smum
7	Isaac	Sanchez	[Signature]	Dover
8	Thaoe	Heenan	[Signature]	Dover
9	Jose Manuel	Esquivel	[Signature]	Dover
10	Christine	Sumner	[Signature]	Dover
11	Lisa	Harrison	[Signature]	Dover
12	Eddy	Mena	[Signature]	Dover
13	Jose	Muniz	[Signature]	Cheswold
14	Miguel	Lopez	[Signature]	Smyrna
15	Jose	Valeiro	[Signature]	Dover
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No.	Print First Name	Print Last Name	Signature	City
1	BOBBY	SMITH	<i>[Signature]</i>	MILFORD
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Manuel Cuesta

Antonio R. Janairo

Mike Bennetti

Dennis J. Dinger

Kevin C. Donnelly

David W. McGuigan

Robert Moore

Lauren Garcia

I am a parent of a school-aged child that would like to see additional public education options for students in this area. I support the efforts of First State Military Academy to establish a charter high school in Kent County.

No.	Print First Name	Print Last Name	Signature	City
1	Kenneth	Heinsch	<i>[Signature]</i>	Harrington
2	MICHAEL	MEGONIGAL	<i>[Signature]</i>	GREENWOOD
3	John	Shetzler	<i>[Signature]</i>	Clayton
4	Derek	Jones	<i>[Signature]</i>	Lincoln
5	CHERYL	ONEILL	<i>[Signature]</i>	SMYRNA
6	Joshua	Gritter	<i>[Signature]</i>	Mitch
7	DAVID McGuigan	McGuigan	<i>[Signature]</i>	MIDDLETOWN
8	Barry AMMON	Hudson	<i>[Signature]</i>	Smyrna
9	Toni	Dufree	<i>[Signature]</i>	Dover
10	Kathryn	Murphy	<i>[Signature]</i>	FELTON
11	Kathy	Bradley	<i>[Signature]</i>	SMYRNA
12	Alex	Brown	<i>[Signature]</i>	Lewes
13	Jim	DePula	<i>[Signature]</i>	Georgetown
14	Rick	Stoops	<i>[Signature]</i>	Dover
15	DENNIS	DINGER	<i>[Signature]</i>	DOVER
16				
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M
STUDENT
APP

First State Military Academy

Student Application

Please provide the requested information on the front and complete the student essay on the back. Parent or guardian must sign where indicated on the front and back.

TO BE CONSIDERED FOR THE LOTTERY, THIS APPLICATION MUST BE SUBMITTED BY:
DATE/LOCATION TBD

Student's Last Name: _____ First: _____ MI: _____

Present Grade: _____ Social Security #: _____

Present School: _____ District of Residence: _____

Information should be addressed to: ☐ Mr. and Mrs. ☐ Mr. ☐ Mrs. ☐ Other

Student's Home Address: _____ Development: _____

City: _____ State: _____ Zip _____ Home Phone #: _____

Birth date: _____ Male: ☐ Female: ☐

Has a parent or guardian worked on a farm, in the fields or in a factory with fruits, vegetables, or animals? For example: Has a parent or guardian ever worked with watermelons, potatoes, mushrooms, corn, apples, chicken, or shellfish? ☐ Yes ☐ No

Has your family changed homes in the last three years? ☐ Yes ☐ No

Mother's/Guardian's Name: _____

Work Phone: _____ Home Phone: _____

E-Mail Address: _____

Father's/Guardian's Name: _____

Work Phone: _____ Home Phone: _____

E-Mail Address: _____

PARENT OR GUARDIAN MUST COMPLETE

In order to provide accurate information to our transportation provider, please check one of the following:

☐ Yes, if eligible, I would like transportation for my child.

☐ No, I do not want transportation for my child. My child will: ☐ walk ☐ be driven by someone else.

I hereby authorize and request that the chief school officer or designated school official forward school records (such as grades, test data, and if applicable, special education for 504 plan) to the First State Military Academy.

I have read the FSMA Cadet Student Handbook and understand that my child will be expected to follow the code of conduct outlined in the handbook.

I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year

Parent/Guardian Signature: _____ Date: _____

N.
INSTR LTR
FLAS

Commercial Insurance Proposal



First State Military Academy

Presented by: L&W Insurance

P.O. Box 918 • Dover, DE 19903

THIS DOCUMENT SUMMARIZES THE PROPOSAL FOR YOUR INSURANCE. THIS IS NOT A CONTRACT. THE TERMS OF THE POLICY FORMS WILL CONTROL THE INSURANCE CONTRACT WITHOUT REGARD TO ANY STATEMENT MADE IN THIS PROPOSAL.

Location Schedule

Loc #	Bldg #	Address
1	1	Proposed Location in Kent County Delaware

Property

Insurance Company: Utica Mutual
 Proposed Policy Period: July 1, 2012 – July 1, 2013

Coverage Detail

Subject		Amount	Val	Co-Ins %	Cause of Loss	Ded
Loc #: 1	Bldg #: 1					
BUILDING		\$3,800,000	RCV	80	Special	\$ 1000
CONTENTS		\$500,000	RCV	80	Special	\$ 1000
SPOILIAGE		\$100,000				\$ 100
Loc #: 2	Bldg #: 1					
Loc #: 3	Bldg #: 1					

Building and Personal Property must be insured to 80% of Replacement Cost in order to avoid becoming a co-insurer on all property claims.

General Liability

Insurance Company: Utica Mutual
 Proposed policy period: July 1, 2012 – July 1, 2013

Coverage Detail

Limits of Liability		Description
\$1,000,000		Per Occurrence
\$2,000,000		Annual Aggregate, Other Than Products
\$2,000,000		Annual Aggregate, Products & Completed Operations
\$1,000,000		Personal And Advertising Injury Aggregate
\$100,000		Fire Damage Liability
\$5,000		Medical Expense Each Claim
Not Applicable		Deductible / Claim
Not Applicable		Employee Benefits Liability Limit
		Employee Benefits Liability Retroactive Date
		Employee Benefits Liability Deductible / Claim

Schedule of Hazards

Loc#	Prem Code	Class Code	Classification	Premium Basis
1	T	47471	Schools - public - elementary, kindergarten, junior high or high school	322
1	T	47469	School District & Educators Legal Liab.	24 faculty
		47471	school district & educators le gal liab dec - incld ed	
1		92100	Employee Benefits liab	
1	T	44444	Abuse or molestation liab cove rage-incldsexual misconduct-incld ed	

Optional Coverages Provided

Commercial Auto

Insurance Company: Utica Mutual
 Proposed policy period: July 1, 2012 – July 1, 2013

Coverage Detail

Limits	Description
\$1,000,000	Liability Combined Single Limit
\$1,000,000	Uninsured Motorist Protection
No Coverage	Personal Injury Protection
Included	Non-Owned Auto Liability – Employees
Included	Non-Owned Auto Liability – Volunteers
Included	Hired & Borrowed Auto Liability
Included	Hired Auto Physical Damage – Comprehensive (\$500 Ded)
Included	Hired Auto Physical Damage – Collision (\$500 Ded)
	Employees as Additional Insured
	Rental Reimbursement
Included	Towing and Labor (\$ Limit)

Vehicles

Vehicle	Liab	Med Pay	UM	UIM	Comp Ded	Coll Ded
2000 Blue Bird Bus 1HVBBAAP5YH304226	•		•		500	500

Non-Owned & Hired Auto

Insurance Company: Utica Mutual
Proposed policy period: July 1, 2012 – July 1, 2013

Coverage Details

Limits		Description
\$1,000,000		Liability Limit
No Coverage		Non-Owned Auto Liability
No Coverage		Hired & Borrowed Auto Liability
Included		Hired Auto Phys Damage – Comprehensive (\$500 Ded)
Included		Hired Auto Phys Damage – Collision (\$500 Ded)

Note: No coverage is provided for any owned or leased vehicles

Drivers

Name	Date of Birth	State	Drivers License #
TBD	TBD	DE	TBD

Equipment Floater

Insurance Company: Utica Mutual
Proposed policy period: July 1, 2012 – July 1, 2013

Coverage

Valuable Papers & Records ded-\$100

Deductible

\$500

Unscheduled Equipment

Description	Maximum Item	Amount of Ins	Coins %

Scheduled Equipment

Item #	Description	ID/Serial #	Owned	Amount of Ins.
	Valuable Papers & Records			\$100,000
	Signs			\$30,000
	Accounts Receivable			\$ 100
	Fine Arts			\$2,500
	Musical Instruments			\$25,000
	Cameras, Projection Machines, Films			\$25,000
	Misc. Equip			\$25,000
	Class C Property			\$10,000
	Data Processing Equip			\$50,000

Item #	Description	ID/Serial #	Owned	Amount of Ins.
	Data, Media, Compute Programs			\$10,000
	Extra Expense			\$10,000

Crime / Fidelity

Insurance Company: Utica Mutual
Proposed policy period: July 1, 2012 – July 1, 2013

Coverage Detail

Subject	Amount		Deductible
Fidelity Bond / Employee Dishonesty	\$75,000		incl'd
Forgery or Alteration	No Coverage		None
Theft, Disappearance & Destruction			
Inside the Premises	No Coverage		None
Outside the Premises	No Coverage		None
Robbery & Safe Burglary			
Inside Robbery of Custodians	No Coverage		None
Inside Safe Burglary	No Coverage		None
Outside the Premises	No Coverage		None
Premises Burglary	No Coverage		None
Computer Fraud	No Coverage		None
Extortion Insured's Loss Participation: N/A	No Coverage		None
Premises Theft & Robbery Outside			
Theft	No Coverage		None
Robbery Outside	No Coverage		None
Robbery / Safe Burglary – Money / Securities			
Inside the Premises	No Coverage		None
Outside the Premises	No Coverage		None
ERISA Plan	No Coverage		None

Coverage Amendments

- None

Workers Compensation / Employers Liability

Insurance Company: Utica Mutual
 Proposed policy period: July 1, 2012 – July 1, 2013

Coverage Detail

Limits	Description
\$100,000	Employers Liability: Each Accident
\$500,000	Employers Liability: Disease – Policy Limit
\$100,000	Employers Liability: Disease – Each Employee
Included	Workers Compensation: Statutory Benefit

Billing / Audit Information

Selection	Description
Direct Bill	Billing Plan
Semi-Annual	Payment Plan
To Be Determined	Down Payment Percentage
At Expiration	Audit Interval

Locations & Classifications

Loc#	St	Code	Description	Payroll	Base Rate	Net Rate*	Premium
1		965	Colleges & Schools	\$750,000	TBD		TBD
Experience Modification Factor							
Scheduled Credit							
Other Discounts/Factors							1
Total Modified Premium							TBD

Coverage Extensions

None

Included / Excluded Individuals

Name	Title	Included	Excluded
If Applicable			

Premium Summary / Comparison

Premiums

Line of Business	Current Premium	Proposed Premium
Package		\$25,000
Property		Incl
General Liability		Incl
Business Auto		Incl
Equipment Floater		Incl
Crime		Incl
Workers Compensation		\$600
Umbrella		\$2,500
Excess Liability		
Student Group Accident		\$1,250
Total Premium:		\$29,350

Payment Options

Down Payment Amount	Check Payable to	# of Installments	Installment Amount

CHECKLIST OF COVERAGES

Following is a list of optional coverage's available; an X in the column denotes that the coverage is currently being provided. All coverage's not marked should be thoroughly reviewed with your agent.

PROPERTY: BUILDINGS, BUSINESS PERSONAL PROPERTY, PERSONAL PROPERTY OF OTHERS

- ☐ FLOOD
- ☐ EARTHQUAKE
- ☐ REPLACEMENT COST
- ☐ ORDINANCE & LAW
 - ☐ INCREASED COST OF CONST.
 - ☐ DEMOLITION COST
- ☐ OUTDOOR SIGNS (not attached to Bldg.)
- ☐ SCHEDULED GLASS (tenant only)
- ☐ BUSINESS INCOME
 - ☐ INCLUDES EXTRA EXPENSE
 - ☐ OFF PREMISES INCLUDING TRANSMISSION

LINES

- ☐ 72 HOUR DEDUCTIBLE
- ☐ EXTENDED PERIOD OF INDEMITY
- ☐ DEPENDENT PROPERTY
- ☐ ORDINANCE & LAW
- ☐ FOOD BORNE ILLNESS
- ☐ OFF PREMISES POWER FAILURE
- ☐ MACHINERY BREAKDOWN
- ☐ LEASEHOLD IMPROVEMENTS
- ☐ MOLD, BACTERIA & FUNGUS
- ☐ PEAK SEASON
- ☐ POLLUTION (PREMISES ONLY CLEAN UP INCREASE LIMIT)
- ☐ FENCES
- ☐ FOUNDATIONS
- ☐ ADDITIONAL DEMOLITION COST
- ☐ RETAINING WALLS
- ☐ RADIO/TV ANTENNAS
- ☐ LEASED PROPERTY
- ☐ SPOILAGE
- ☐ STOCK SELLING PRICE CLAUSE
- ☐ AGREED VALUE CLAUSE
- ☐ TERRORISM (DOMESTIC TERRORISM)

GENERAL LIABILITY:

- ☐ INCREASED FIRE LEGAL LIABILITY

☐ CARE, CUSTODY & CONTROL (PROPERTY OF OTHERS)
☐ EMPLOYEE BENEFITS LIABILITY
☐ LIQUOR LIABILITY
☐ MOLD, BACTERIA, FUNGUS
☐ POLLUTION LIABILITY
☐ RAILROAD PROTECTIVE LIABILITY
☐ LEASED WORKERS COVERAGE
☐ AGGREGATE PER LOCATION
☐ AGGREGATE PER PROJECT
☐ OVERSEAS PRODUCTS LIABILITY
☐ PRODUCT RECALL
☐ TERRORISM (DOMESTIC TERRORISM)
☐ ELECTRONIC DATA LIABILITY

COMMERCIAL AUTO:

☐ HIRED AUTOS LIABILITY
☐ HIRED AUTOS PHYSICAL DAMAGE
☐ NON-OWNED AUTO LIABILITY
☐ DRIVE OTHER CAR COVERAGE
☐ MCS-90(NOT INSURANCE)
☐ POLLUTION LIABILITY (COMMODITIES BEING TRANSPORTED)
☐ LEASE GAP PHYSICAL DAMAGE
☐ EMPLOYEES AS INSURED
☐ TOWING (PRIVATE PASSENGER ONLY)
☐ RENTAL REIMBURSEMENT (PRIVATE PASSENGER ONLY)

WORKERS COMPENSATION:

☐ OTHER STATES
☐ LONGSHOREMAN & HARBORWORKERS
☐ OFFICERS EXCLUDED
☐ SOLE PROPRIETOR INCLUDED
☐ DELAWARE WORKPLACE SAFETY CREDIT (SUBMIT TO INSURANCE DEPT)
☐ DELAWARE CONSTRUCTION CLASS CREDIT (SUBMIT TO BUREAU)
☐ VOLUNTEER EMPLOYEES
☐ FOREIGN EMPLOYEES

COMMERCIAL CRIME:

☐ EMPLOYEE DISHONESTY (MONEY & SECURITIES)
☐ FORGERY & ALTERATION

☐ COMPUTER FRAUD
☐ MONEY & SECURITIE
 ☐ INSIDE
 ☐ OUTSIDE

COMMERCIAL INLAND MARINE:

☐ CONTRACTORS EQUIPMENT
☐ EMPLOYEE TOOLS
☐ PROPERTY IN TRANSIT
 (OWNED OR PROPERTY OF OTHERS)
☐ BUILDERS RISK
☐ INSTALLATION FLOATER
☐ RIGGERS LIABILITY
☐ ACCOUNTS RECEIVABLE
☐ BAILEE'S COVERAGE
☐ FINE ARTS

GARAGE LIABILITY:

☐ GARAGE KEEPERS
☐ LEGAL LIABILITY ☐ DIRECT PRIMARY ☐
☐ EXTENDED GARAGE COVERAGE
☐ INSURANCE AGENTS E & O
☐ CONSUMER COMPLAINT PROTECTION
☐ FALSE PRETENSE COVERAGE
☐ BROAD FORM PRODUCTS
☐ BROADENED COVERAGE-GARAGE
☐ DRIVE AWAY COLLISION COVERAGE
☐ ODOMETER E & O
☐ TRUTH IN LENDING
☐ DRIVE OTHER CAR COVERAGE

MISCELLANEOUS COVERAGES:

☐ ELECTRONIC EQUIPMENT COVERAGE
☐ COMMERCIAL UMBRELLA POLICY
☐ DIRECTORS & OFFICERS LIABILITY COVERAGE
☐ PROFESSIONAL LIABILITY
☐ JEWELERS BLOCK
☐ AIRCRAFT COVERAGE
☐ WATERCRAFT COVERAGE
☐ EMPLOYMENT PRACTICES LIABILITY
 ☐ THIRD PARTY
☐ BOILER & MACHINERY SYSTEMS BREAKDOWN)

☐ ERISA BOND (PENSION PROGRAMS)
☐ FIDUCIARY LIABILITY
☐ POLLUTION LIABILITY (THIRD PARTY)
☐ INTERNET & EMAIL LIABILITY

EMPLOYEE BENEFITS:

☐ GROUP OR INDIVIDUAL LIFE INSURANCE
☐ GROUP OR INDIVIDUAL MEDICAL & DENTAL
☐ GROUP OR INDIVIDUAL DISABILITY INCOME
☐ KEY EMPLOYEE LIFE INSURANCE
☐ PENSION PROGRAMS

The undersigned insured acknowledges that the undersigned agent has thoroughly reviewed and explained the optional coverages list.

Insured:

Date: _____

Signed: _____

PRESENTED BY:

SIGNED: _____

0 STUDENTS
SKILLS &
RESPON.

First State Military Academy

Proposed

Student/Parent Handbook

Rights and Responsibilities

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MISSION STATEMENT

The mission of The First State Military Academy is to provide educational opportunities that focus on developing the intellectual, physical, and emotional growth of cadets. Through an environment of academic rigor, military discipline, citizenship, leadership, and the application of strong moral values, graduates will develop respect for themselves, their peers, their subordinates, and their superiors, thus ensuring successful entry into adulthood.

WELCOME

The First State Military Academy is governed by all regulations of the school's Board of Directors, State of Delaware Board of Education, and those of the US Army(Military Branch) relating to the JROTC program. These regulations, as they affect students at the First State Military Academy, are stated in the FSMA handbook and Military Cadet Field Manual. Additional regulations and instructions will be covered in Military Science classes. Although not subject to Army (Military Branch) regulations or the Uniform Code of Military Justice, cadets will adhere to the principles and spirit contained therein.

This handbook is intended to acquaint cadets with the goals, organization, operations, and expectations of the First State Military Academy. Each cadet is expected to observe the rules and regulations as stated in this manual, seeking worthwhile goals of citizenship, excellence, and service to the school, community, state, and nation.

All cadets enrolled in the First State Military Academy have been enrolled at their request. Therefore, it is assumed that both the cadet and his/her parent/guardian desired enrollment based on expectations of the First State Military Academy and will uphold high standards of academic achievement and personal conduct.

NON-DISCRIMINATION POLICY

First State Military Academy is an equal opportunity educational institution and does not discriminate, or permit its employees to discriminate, on the basis of race, religion, color, national origin, sex, marital status, political affiliation, age, or handicap in its actions, programs, or employment practices.

For information regarding civil rights or specific grievance procedures contact:

Specific names of contacts to be filled in here.

THE COMMITMENT OF THE FIRST STATE MILITARY ACADEMY

Cadets that by choice select First State Military Academy receive this commitment from the Board of Directors, Administration, Faculty, and Staff:

OBJECTIVES OF THE FIRST STATE MILITARY ACADEMY

- A. To engage cadets in learning experiences/activities that will enable them to show an improvement in academic performance.
- B. To expose cadets to additional meaningful educational experiences through field trips and maximum utilization of available support services.
- C. To ensure a safe, disciplined, orderly, and structured environment conducive to academic excellence.
- D. To provide an environment which emphasizes the understanding that honor is the keystone of all worthy endeavors, and to foster the development of self-respect, integrity, and trust.
- E. To provide cadets with a program designed to develop leadership qualities.
- F. To provide cadets with a wide variety of extra-curricular opportunities.
- G. To involve parents in the total educational process of the cadet.

The First State Military Academy Board of Directors, Administration, Faculty and Staff, at all times, will display the honor code upon which the school is founded toward its cadets and their families and will comply with all rights established in this handbook.

THE COMMITMENT OF CADETS ATTENDING THE FIRST STATE MILITARY ACADEMY

ESSENTIALS FOR SUCCESS

- ✓ SELF CONTROL. The ability to control one's emotions and actions under adverse conditions. If you cannot control yourself, you cannot lead others.
- ✓ SELF DISCIPLINE. The ability to continue to strive toward one's goal without dependency on outside control, punishment, or reward. If you cannot motivate yourself, you cannot motivate others.
- ✓ SELF ESTEEM. The internal feeling of pride and confidence in oneself that, regardless of the difficulty, one has the self control, the discipline, and the knowledge needed for leadership.
- ✓ LEADERSHIP. Leadership is not obtained by faulting others, but by the realization that I AM WHAT I MAKE MYSELF AND ONLY WHEN I MAKE MYSELF SOMEONE WHOM OTHERS RESPECT, WILL I ACQUIRE LEADERSHIP.

HONOR AND TRUST

When a cadet enters The First State Military Academy, he/she shall be assumed to possess a high standard of personal honor and be worthy of our complete trust. The cadet need not earn our trust. As long as a cadet conducts himself with honor, that trust will be given and each cadet will be considered a lady or gentleman.

There are certain basic character traits that are a natural part of the makeup of a lady or a gentleman. A

lady or a gentleman would, at the very least, always be scrupulously honest, considering truth and honesty in dealing with others to be far more important than personal gain or potential loss. A lady or gentleman, furthermore, would never degrade his/her self esteem by unlawfully obtaining information to further his/her own goals - what we commonly call cheating; and further, he/she would never take something for his/her own which he/she did not rightfully earn - what we refer to as stealing. The labels, "liar", "cheater" or "thief" are inconsistent with the labels "lady" or "gentleman" and are, therefore, likewise inconsistent with the title "Cadet."

The honor and trust inherent in the title "Cadet" or "Lady" or "Gentleman" is yours when you enter the First State Military Academy: you are the only one who can cause it to be lost. In keeping with the practice of trust and honor, the academy "Honor Code" is included in the cadet handbook. All cadets are charged with knowledge of and compliance with the Honor Code.

HONOR CODE

I am a Cadet in the First State Military Academy and as such will conduct myself in a manner which will bring credit to myself and the Academy.

I will show proper respect for school officials, fellow cadets, and for the property of the school and others. I will treat all persons with respect and dignity, as I would like to be treated. I will learn proper military courtesies and use them. I will control my actions, adhere to established rules and regulations, and take responsibility for my conduct.

I will wear my uniform with pride and dignity, adhering to standards of military grooming and smartness. I will work to become physically and mentally fit and to develop habits of good personal hygiene.

I will strive for academic excellence, preparing myself for assignments and exams. I will rely upon my abilities to succeed and will do my own work.

I will attend school daily and if unable, will seek out each teacher to receive work I have missed.

I will be punctual for classes, bring the proper books and materials to classes, and show complete attention to the teachers and learning during class.

I will strive to maintain a positive attitude, to be receptive to new ideas in learning, and to better myself and the Academy in all things I do. I am a member of the team, working to excel in academics, athletics, and leadership. I will encourage my fellow cadets to develop their skills and to excel. I will support my teammates and the Academy.

Cadet name

Cadet signature

Date

DISCUSSION OF THE HONOR CODE

A. Introduction.

1. Personal honor and integrity are the traditional hallmarks of a Military Science Officer. The confidence of seniors, the trust of peers and the respect of subordinates depend on the absolute trustworthiness of the individual. There is no room for compromise. While the responsibilities of a cadet are considerably less than those of a commissioned officer, the standards of honor and integrity must be identical.
2. One of the most valuable items accompanying the commission of an officer is this tradition of honor. You will be assumed to be honorable by everyone you meet, both in the Military Science and in your civilian dealings. Your word will suffice - if you say it is so, it must be so; if you say all personnel are present, it will not be questioned; your signature is testimony of the truth.
3. Unfortunately such habits as lying, cheating, or stealing are much easier to develop than opposite habits such as truthfulness, honesty, and integrity. Living up to the honor code is difficult at best. Youth, immaturity, inexperience, and peer pressure are all factors which may influence a cadet to treat personal honor lightly.
4. Part of the development process at The First State Military Academy is to ensure that this tradition of honor is perpetuated and that all academy graduates have the integrity and personal honor necessary to carry out the duties of a Military Science officer, whether they actually pursue a Military Science career or not.

B. Description

1. The First State Military Academy Honor Code is somewhat more lengthy than most. It is felt that in view of our cadets' youth and possible lack of knowledge and training in the essentials of the concept of honor, a more definitive code is needed. The honor code could be summed up in a simple statement of the standards of integrity required. **"A First State Military Academy cadet does not lie, cheat, or steal, nor tolerate those who do."**
2. This code is a practical guidepost for future conduct, both professional and personal. It establishes a principle of higher value than personal friendship and requires acceptance of an ideal that requires positive action in judging the conduct of another.
3. The underlying principles of the Honor Code are truth and honesty. Its objective is to inspire and encourage the cadet to act honorably in all actions both within and outside the academy. Lying, cheating, stealing, or tolerating any of these acts by another cadet are all violations of the honor code.

C. Definitions. The following definitions are pertinent to the First State Military Academy Honor Code.

1. Lying: To state knowingly an oral or written untruth. A lie may be either a declarative statement or a false response to a question. It is also a lie to knowingly misrepresent the true situation, or to describe by withholding, omitting, or subtly wording information in such a way as to leave an erroneous or false impression of the known true situation. The misrepresentation may be either word or deed.
2. Cheating: To use unauthorized assistance in submitting work designated to represent one's own efforts or to fail to indicate properly any authorized assistance received. A cadet's work must represent his or her own efforts. The specific areas outlined below are not intended to discourage

assistance rendered from one cadet to another while studying or doing homework to help in understanding difficult concepts or procedures.

- a. Giving or receiving knowledge of specific test questions or any test particulars is cheating.
 - b. Plagiarism in which work is copied or paraphrased without giving credit by quotation marks, attributing it to the author, and/or using footnotes, is cheating.
 - c. Utilizing any unauthorized assistance from others with or without their knowledge is cheating.
3. Stealing: To take, obtain, or withhold property or anything of value wrongfully from the possession of the true owner with the intention of permanently or temporarily depriving the owner of its use or possession.
4. Non-toleration. First State Military Academy cadets violate the honor code by "tolerating" if upon learning of an honor violation they take no action. Upon learning of what is believed to be a violation of the Honor Code or any other law or rule, the following options are available:
- a. Immediately report to a staff member or cadet officer.
 - b. Discuss the incident with the suspected offender, and report the offender if necessary.
 - c. Caution and counsel the offender.
 - d. Drop the matter if it appears certain that no violation has occurred.

The responsibility of the proper course of action rests with the individual learning of the possible violation. Failure to take any action may subject one to administrative action.

The non-toleration clause of the First State Military Academy Honor Code is a vital element.

Throughout military custom and tradition there exists an expressed or implied responsibility for those in leadership positions to face up to and deal with violations of good order and discipline. Ignoring violations or mere passive acceptance of the responsibility of leadership cannot be tolerated in an environment where honor and integrity are vital concepts. Although the prohibition against lying and stealing is familiar to most cadets, the more demanding requirements of non-toleration necessitate careful thought and explanation.

It is sometimes said, by persons not familiar with the honor code, that reporting a violation committed by a friend is an act of disloyalty more reprehensible than tolerating the offense itself. This attitude shows a lack of understanding of the true meaning and importance of the sanctity of honor and responsibility as well as a mistaken concept of the meaning of friendship.

A cadet who commits a violation and then expects a friend who may learn of the violation to refrain from reporting it is not a true friend. Cadets who violate the code cannot help being aware of the heart-rending position in which they place their friends, since all know very well the ideal by which they are expected to abide.

Under these circumstances, a cadet aware of a violation has no alternative but to adhere to the principles of the honor code. The offending cadet can have no basis for expecting the transgressions to be overlooked on the grounds of "friendship."

JROTC OBLIGATION

All uniforms and Military Science textbooks are the property of the United States government and are issued at no cost to cadets. Non Military Science textbooks are the property of the First State Military Academy. Maintaining the cleanliness of the uniform and the security of all issued items is the responsibility of the cadet. Cadets must purchase, at a minimum, several white crew neck tee shirts (with no inscription of any kind); several sets of black socks or hose; running shoes; and appropriate undergarments. Replacement of uniform items due to normal wear and tear or due to growth of the cadet will be made without cost to the cadet. Replacement of uniform items due to loss, negligence, unsanitary conditions, etc. will incur a cost for each item damaged or not returned.

Cadets must purchase a FSMA physical training uniform (tee shirt, shorts, sweats and black sneakers), and a FSMA Cadet Handbook. A FSMA lock will be provided to each cadet and must be returned (lockers may be secured only with a FSMA-issued lock). The FSMA Cadet Handbook also serves as an agenda book and as the primary hall pass.

JROTC uniforms must be returned when a cadet leaves the unit or whenever the instructors deem necessary, or the cadet will be responsible to pay for items not returned. Cadets properly checking in uniform items will receive a custody card printout reflecting the status of returned items. Cadets on field trips may be required to pay for part of the trip (usually the cost of meals and transportation).

There is NO MILITARY OBLIGATION to join any service upon completion of the JROTC program. There may be a benefit to cadets who decide to join the military as those cadets completing two or more years of JROTC may qualify for advancement up to two pay grades depending on the service and circumstances if they do join.

ACADEMICS

GRADUATION REQUIREMENTS

FSMA will be in compliance with the minimum standards for graduation set forth by code in Delaware, and will exceed those standards with a minimum of 26 credits with required career pathway courses in Military Science.

FSMA Graduation Requirements:

English	4.0 Credits
Mathematics	4.0 Credits
Science	4.0 Credits
Social Studies	3.0 Credits
World Language	2.0 Credits
Physical Ed/Health	1.5 Credits
Military Science	4.0 Credits
Elective Courses	3.5 Credits
(Business I Required)	
Total Credits required:	26 credits

Seniors who successfully complete the minimum of 26 credits required for graduation will receive a diploma. For students who enter the school in the sophomore or junior year, the student must demonstrate three credits in the Military Science Career Pathway for graduation. Juniors who enroll will be required to have completed at least one year of a Military Science Career Pathway at another institution prior to enrollment at FSMA to be eligible for graduation from FSMA.

MILITARY SCIENCE COURSE REQUIREMENTS

All First State Military Academy attendees will be enrolled in a Military Science course and will be considered a JROTC cadet. Entering cadets, regardless of school year classification (freshman, sophomore, etc.) will take Military Science 1 unless they have transferred from a high school that has JROTC and have completed a JROTC course there.

Normally cadets take courses in sequence, (i.e. Military Science I, II, III, and IV.) Completion of Military Science requirements by means other than participating in a classroom setting (i.e. "Independent Study") would only be considered on an individual and limited basis.

FSMA CURRICULUM CLUSTERS

English/Language Arts:

English Composition
World Literature
American Literature
British Literature
AP Literature

Social Studies:

Government & Economics
World Cultures
U.S. History
Western Civilization

Mathematics:

Algebra 1
Geometry
Algebra 2
Pre-Calculus
Calculus
AP Calculus

Science:

Integrated Science I
Integrated Science II
Integrated Science III
Physics
AP Physics

Performing Arts & Military Exhibitions

Chorus	Military Honor / Color Guard
Band	Drill Team
Rifle team	
Art Club	

Business and Technology

Business I
Business II
Business & Corp. Management
Business Tech III / Business Professionals of America (State and National Competition)

Military Science

Military Science I
Military Science II
Military Science III
Military Science IV
Military Science Drill and Ceremonies
Leadership Program

Uniformed Services Peer Mentor/Mediation

To be promoted to the next grade level and retain enrollment at the First State Military Academy, cadets must successfully pass all required subjects during the school year or at summer school, including Military Science courses. Failure of three required subjects for the year will result in a student's dismissal. At the end of the eleventh grade, a student may be dismissed if a credit deficiency exists.

If a student received a failure for the year in a particular course, the student will be notified by letter as to what action must be taken in order to fulfill requirements for continuance at FSMA. Failure letters are sent because of the time lapse of receiving report cards and summer school registration deadline.

PROMOTION AND RETENTION

A student must earn a minimum of six (6) credits in order to be promoted to the next grade level. However, those credits must be from courses that are required to stay on track for graduation. A student must complete a minimum of 26 credits in the identified areas above to be considered for graduation:

HOMEWORK

Cadets should expect two to three hours of homework for each school day and as previously mentioned, cadets are accountable for homework assignments. All assignments must be completed in accordance with each teacher's instructions. If a cadet is absent for three (3) or more days, the parent/guardian should contact the Guidance Department for class/homework assignments. Parents must call before 10:00 a.m. in order to provide teachers with time to complete the assignment sheet by the end of the school day. If a cadet is absent for only one or two days, it is the responsibility of that cadet to contact each teacher when he/she returns to school to obtain missed work and make arrangements for completion of the work missed.

INCOMPLETE GRADES

If a cadet receives Incomplete (I) for a quarter, the cadet has one-half of a quarter to make up the work and earn a grade or the "I" will be replaced by a failing grade.

A cadet cannot earn an "I" for a final grade at the end of the year unless, due to an extreme circumstance, the Commandant or Superintendent approves it. In this case a letter will be sent notifying the parents of the work to be completed over the summer to receive a grade. The "I" must be removed in September. In the case of required courses, parents must be notified of the action to be taken if the "I" is not replaced with a passing grade.

ACADEMIC CONTRACTING

All cadets who have been admitted as incoming students after the conclusion of the lottery will be required to participate in the FSMA placement test. All cadets that demonstrate below grade level performance will be required to participate in a learning contract designed to begin addressing academic deficits. The contract will be developed by a learning team that will include a staff member, parent, and student. The contract will be signed by all parties and the expectations made clear of work to be completed. Incoming cadets who fail to fulfill the contract after 60 days may be required to attend summer school.

FSMA will institute an at-risk committee comprised of faculty and administration that will meet regularly to identify and develop supports for cadets who have demonstrated high need in meeting performance

expectations. Evaluation and other data points will inform the committee and the committee will then determine if academic contracting is necessary. For cadets identified with special education needs, the committee will include a special education teacher. The at-risk committee will serve as the point of intervention for cadets who have not had previous remediation and will monitor those cadets who are engaged in academic contracting or recommended for contracting.

Cadets who fail to meet performance expectations will be required to participate in academic contracting. Academic contracting is designed to provide a clear and defined pathway for cadets and families to follow that should result in improved academic performance. Contracting at FSMA will provide

- 1) Defined expectations. Additional homework, after school tutoring, additional means of evaluation; on-line coaching (Khan Academy), or other specific academic support
- 2) Deadlines. Cadets and families will see compliance deadlines that will help students stay on track for additional support and, if performance improves, an end to the contract period.
- 3) Reinforcements to provide additional motivation for success

Contracts will be developed with all parties (faculty, administration, cadet, parent/guardian) involved. Once a contract has been developed, it will be signed by all parties, and weekly updates will be provided by the coordinating faculty member.

It will be the responsibility of the Superintendent and the school's special education faculty to set policy and procedures for the at-risk committee and academic contracting.

ACADEMIC REVIEW BOARD (ARB)

An Academic Review Board (ARB) will be convened for cadets failing two or more subjects at the end of each marking period who have failed to meet the expectations of the academic or behavior contract, if one exists. Usually cadets failing two or more subjects will receive a warning letter and will be subject to board review. Special education students may be excused from this requirement. The ARB may also consider issues of attendance and discipline as appropriate. The ARB will consist of:

Superintendent

Commandant

School staff members as assigned

One or more JROTC staff members

The parent or guardian of the cadet will be required to accompany the cadet to the Academic Review Board on their second offense. Cadets appearing before the ARB will present themselves in a military manner in the Winter Blue or Summer Blue Uniform. They will be informed by the senior member conducting the hearing of the purpose of the Board and will be allowed to make statements.

The ARB shall, after hearing all sides of the issue, come to a simple majority decision and make recommendations for action to the Commandant. Recommendations may include one or more of the following:

Minimum of academic probation in all cases, if appropriate; Mandatory tutoring; Counseling; Loss of rank; Assignment to extra instruction - up to 16 hours (academic based); Limitations on participation on field trips and/or school activities

Recommendations of the ARB will be forwarded to the Commandant for review. The actions will begin immediately upon approval by the Superintendent.

JROTC POLICIES AND PROCEDURES

PLEASE NOTE: THIS IS A SAMPLE ONLY AND WILL BE ADAPTED TO THE APPROPRIATE MILITARY SERVICE.

CADET RANK

To gain rank is an honor. To retain that rank requires constant attention to duty. All assigned tasks must be carried out thoroughly. For example: the Regimental Commander should be the most flawless cadet in the Regiment. His/her grade point average must be among the highest. His/her bearing and carriage must be above reproach. He/she must be an obvious leader. He/she should be that cadet most likely to go on to a Military Academy or other equally demanding pursuit.

The most important single factor in advancement or promotion is personal example. All rank presupposes a certain level of maturity and capability and bears a commensurate responsibility. Any cadet who, through action or omission, shows that he/she lacks the maturity and responsibility which is expected of his/her rank will lose that rank regardless of how it was obtained. Loss of rank will usually take place one rank at a time, but it is possible, under certain circumstances, for a cadet to lose all rank. This would normally be the result of action taken by the Senior Military Science Instructor in conjunction with FSMA leadership.

Precedence for cadet officers will be by rank and by grade (seniors over juniors, etc). The Regimental Commander has precedence over all other cadets. The Regimental Executive Officer when acting as the Regimental Commander will have precedence over all cadets.

GENERAL REQUIREMENTS

Assignments and advancement in rank in the First State Military Academy is based on demonstrated performance without regard to race, gender, or religious preference. Enlisted advancement will be based on a combination of testing, practical factors completion, inspection grades, class standing, and recommendations by FSMA staff and by more senior cadets.

Promotion to advanced ranks (senior non-commissioned officer and officer) will be at the discretion of the Military Science Instructors with final approval by the Superintendent. All promotions will be based on performance criteria which include leadership potential, maturity, initiative, management skills, physical fitness, and the respect of other cadets.

TRANSFER CADETS

Cadets transferring from other Junior Reserve Officers Training Corps units may receive rank up to and/or equivalent to, but not above the rank previously earned. Rank assignment will not exceed the rank of O-1. Cadets must ensure verified records from their previous units are received by the First State Military Academy. The Senior Military Science Instructor and/or the Military Science Instructors may waive minimum advancement requirements set forth in advancement eligibility. (See eligibility below.)

WAIVERS

Time in unit and other eligibility requirements may be waived by Military Science Instructors for cadets in unit leadership positions. Meritorious advancements will be on a temporary basis until published eligibility requirements are met.

PLEASE NOTE: THIS IS A SAMPLE ONLY AND WILL BE ADAPTED TO THE APPROPRIATE MILITARY SERVICE.

REQUIREMENTS FOR MILITARY RANK PROMOTION

GENERAL GUIDELINES FOR PROMOTION:

- Must have demonstrated outstanding performance in current rank.
- Recommendation by Chain of Command.
- Excellent performance, appearance, bearing, and attitude
- Properly demonstrates the Army Values
- Role model to other cadets

CADET PRIVATE (E-2, C/PV2)

- Three uniform inspection grades in a row with 90% or higher
- Know the Cadet Chain of Command
- Recite the Cadet Creed with no more than 3 errors

CADET PRIVATE FIRST CLASS (E-3, C/PFC)

- Must have demonstrated outstanding performance in current rank
- Recommendation by SAI or AI
- Pass a promotion test which includes the written rank test (70%) and the demonstration of individual drill skills (100%)

CADET CORPORAL (E-4, C/CPL)

- Must have six weeks time in grade as a C/PFC
- Knowledge of ranks and drill and ceremony
- Perform Drill and Ceremony in a squad. Certified by the SAI or AI during class
- Know the required names/positions from the Chain of Command
- Know the required names/positions from the NCO support channel
- Know the duties, names/rank of the Cadet Chain of Command
- Know the Army Values
- Know the mission of JROTC
- Present a current media event to the class with a 90% or better

CADET SERGEANT (E-5, C/SGT)

- Must have six weeks time in grade as a C/CPL
- March a squad as the squad leader. Certified by the SAI or AI during class
- Must know the duties and names/rank of the Battalion Commander and Primary Staff
- Must know the definition of leadership. Describe examples of good leadership.
- Must be able to recite the Cadet Creed without no more than one error
- Pass the physical fitness test

- Must be recommended by the Board

CADET STAFF SERGEANT (E-6, C/SSG)

- Must have six weeks time in grade as a C/SGT
- Knowledge in all areas required of lower ranks
- Pass the physical fitness test
- Recommended by the Board

CADET SERGEANT FIRST CLASS (E-7, C/SFC)

- Must have six weeks time in grade as a C/SSG
- Must have demonstrated outstanding performance as a C/SSG
- March the Platoon as the Platoon Sergeant. Certified by the SAI or AI during class
- Describe the Leadership Requirements Model
- Pass the physical fitness test
- Recommended by the Board

CADET MASTER SERGEANT (E-8, C/MSG)

- Must have six weeks time in grade as a C/SFC
- March a Company. Certified by the SAI or the AI during class
- Must be familiar with the duties of a Company First Sergeant (C/1SG)
- Pass the physical fitness test
- Recommended by the Board

CADET FIRST SERGEANT (E-8, C/1SG)

- Must be a current Master Sergeant or have three months time in grade as a C/SFC
- Meet the requirements of a MSG
- Pass the physical fitness test
- Recommended by the Board

CADET SERGEANT MAJOR (E-9, C/SGM) AND COMMAND SERGEANT MAJOR (E-9, C/CSM)

- Same as Cadet First Sergeant
- For selection to serve as the Command Sergeant Major the Cadet agrees to serve in that position for two full semesters
- Pass the physical fitness test
- Recommended by the Board

CADET OFFICER - CADET 2ND LIEUTENANT TO CADET LIEUTENANT COLONEL

- Per selection by the SAI.
- Recommended by the Board and the Regimental Commander.
- Must have an A in military instruction and have at least an overall GPA of 2.0
- Knowledge in all areas required of lower ranks
- Properly lives the Army Values
- Role model to other cadets
- Pass the physical fitness test
- Rank/Position is based on potential and previous performance in JROTC. GPA is heavily factored-in as well

NOTE: ALL cadets must pass the Physical Fitness Test to advance in rank. The following are required minimums by grade level to qualify for promotions.

Female Cadets:

Grade 9 Push-ups (5) Sit-ups (30) 1 Mile Run (11:10)

10 Push-ups (11) Sit-ups (32) 1 Mile Run (11:00)

11 Push-ups (13) Sit-ups (34) 1 Mile Run (11:00)

12 Push-ups (14) Sit-ups (35) 1 Mile Run (11:00)

Male Cadets:

Grade 9 Push-ups (20) Sit-ups (41) 1 Mile Run (8:30) 10 Push-ups (25) Sit-ups (41) 1 Mile Run (8:08) 11

Push-ups (27) Sit-ups (43) 1 Mile Run (7:53) 12 Push-ups (30) Sit-ups (44) 1 Mile Run (7:35)

B. Waiver of the above requirements may be authorized by the Military Science Instructors and should be made in writing and added to the cadet records.

ADVANCEMENT

Cadets wishing to advance in rank at the First State Military Academy in subsequent years must complete the minimum requirements set forth below. Cadets not completing the requirements may be referred to an Academic Review Board for further consideration.

A. Second-year cadets, (9th going into 10th) minimum requirements:

1. Successfully passed MS-1 course
2. Participation ribbon
3. No outstanding unmet obligations to the Academy
4. Completed 5 hours of community service
5. Completed 10 hours of unit service
6. No final grade of F in any core subject.
7. Pass the Physical Fitness Test

B. Third-year cadets, (10th going into 11th) minimum requirements:

1. Successfully passed MS-2
2. Community service ribbon (10 hours completed)
3. Complete 5 hours of unit service.
4. No outstanding unmet obligations to the Academy
5. Participation ribbon with bronze star
6. No final grade of F in any core subject.
7. Pass the Physical Fitness Test

C. Fourth-year cadets, (11th going into 12th) minimum requirements:

1. Successfully passed MS-3
2. Community Service ribbon with bronze star (20 hours)
3. Or Community service ribbon (10 hours) and unit service ribbon (10 hours)
4. Participation ribbon with two bronze stars
5. Pass the Physical Fitness Test

JROTC REQUIREMENT

Cadets who fail to meet minimum standards for retention in the JROTC program will be called to a meeting with the Superintendent immediately upon recognition that the cadet is failing to meet standards. The parent/guardian will be required to accompany the cadet to the meeting. The foundation of the First

State Military Academy and requirement for graduation is the successful completion of the career pathway courses offered in Military Science (career pathway courses are also a requirement for graduation from a high school in the State of Delaware). Cadets who are failing in their Military Science Coursework will be put on probation. Cadets will be deemed NOT to have met minimum standards for retention in the JROTC program if:

1. They receive a failing grade in their Military Science class.
2. They fail to earn five units of credit (ten semester credits) in a school year.
3. They have an absence and tardy record combined that exceeds eighteen days in a school year (Except in cases of extenuating circumstances).
4. They are put "on report" for unacceptable behavior over six times in a semester, or eight times in a school year. (This includes verified bus misconduct reports.) Cadets exhibiting persistent disregard for authority, rules, and regulations and who show no apparent effort to change their attitude or behavior.
5. They fail to meet the terms of any probation or correct the deficiency for which they were placed on probation.
6. They fail to make minimum rank for their grade.

Cadets who fail to meet minimum standards for retention in the school's JROTC program will be unable to meet the requirements for graduation from FSMA.

UNIFORM REGULATIONS, STANDARDS AND COURTESIES

UNIFORM REGULATIONS

The uniforms issued to each cadet are to be worn only as prescribed by the Senior Army Instructor (SAI). Wearing the uniform is both a privilege and a benefit of attendance at the Academy. It is also a responsibility and a requirement. Cadets **MUST** be in the uniform prescribed each and every day of the school year. Civilian articles of clothing shall not be worn with the uniform and **CADETS MAY BE REFUSED ATTENDANCE IF NOT IN UNIFORM**. Cadets are also expected to be in complete uniform while traveling to and from the Academy. The wearing of civilian coats with the uniform will not be tolerated. To mix military uniform articles of clothing and civilian clothing is disrespectful to the uniform of the United States Military and its traditions and will, therefore, not be condoned. **NO UNIFORM, NO SCHOOL.**

ACADEMY UNIFORMS

There are four basic uniforms worn at the Academy. The uniform prescribed for each day's wear will be detailed in the Plan of the Week/Day. Uniforms are as follows:

ACU
Class A
Class B
PT Uniform

The details of uniform composition and wear are detailed in the Cadet Field Manual.

Uniforms must present a neat and clean appearance. Loose strings will be cut from the uniform. No jewelry, watch chain, combs, checkbooks, pens, pencils or similar items will appear exposed on uniforms. The Army uniform will not be mixed with civilian clothing. Bulky items in pockets distract from the uniform. While in uniform, Cadets will not place their hands in their pockets except momentarily to place or retrieve items

OTHER UNIFORM ITEMS/OPTIONAL ITEMS

Other uniform items not covered in the Cadet Field Manual:

- ✓ Outerwear authorized for wear with any uniform (including the PT uniform).
- ✓ Gloves. May be worn for comfort with any uniform when the outerwear is worn. Gloves shall not be worn in classroom, during inspections, or at any other time when not exposed to the elements. Gloves should be black.
- ✓ Overshoes/Boots (not issued). May be worn for comfort and to protect shoes during rain or snow. Must be black. Must be removed or changed immediately upon arrival at school (before inspection at the front door).
- ✓ Caps/Earmuffs. There are times, particularly in mid-winter, when the military- issued caps may not provide the desired low temperature protection. During such times a knit stocking cap or earmuffs may be worn, or a rain cap may be worn when it is raining.. These articles should be black. Sports logos are not permitted on black knit caps.

FSMA PT Uniform Sweat Shirts are not authorized for wear for warmth during school.

Expected wearing of items indoors in cold weather:

- ✓ Overcoats are not to be worn indoors. They should be removed and placed in lockers or carried.
- ✓ Overcoats, when worn, should be zipped or buttoned up.
- ✓ Socks – the only socks authorized with the Uniform are BLACK crew socks (no low socks)

Earrings (females only). ONE per ear centered on the ear lobe. NO other visible piercings including clear studs or spacers.

NAME TAGS

The name tag is part of the uniform. It is also the school identification badge. Consequently, wearing of the name tag is **REQUIRED AT ALL TIMES** while in uniform. It is worn as prescribed by the cadet handbook. The first name tag will be issued to the cadet free of charge. Lost or damaged tags will be replaced at cost and are the responsibility of the cadet.

UNIFORM RESPONSIBILITY

All uniform items issued by the First State Military Academy remain the property of FSMA and are the responsibility of the cadet to whom they are issued. If an item is lost, stolen, or damaged to the extent that it is not repairable for further wear due to the cadet's negligence or misconduct, it is the responsibility of the cadet (or parent) to reimburse FSMA for that item.

If an article is outgrown or worn out through normal usage it will be replaced by the JROTC staff at no cost to the cadet.

If an article requires minor repair for continued wear (such as replacing buttons, zippers, repairing minor tears or rips or half-soling shoes), this is the responsibility of the cadet (or parent). It is also the responsibility of the cadet (parent) to let down hems when appropriate for trousers/slacks/shirts that continue to fit around the waist but are too short.

Loss of an article of clothing must be reported immediately to the Senior Army Instructor and arrangement made for reimbursing the First State Military Academy. In most cases some extended payment plan may be made through the Senior Army Instructor. As soon as payment is made, or arrangements for payment have been made, a new article will be issued.

Academic records will not be transferred to another school if a cadet's uniform account is not clear.

Cadets are advised to place their name or other identification on uniform items and PT uniforms. A

Identification should not be visible when the uniform is worn.

Cadets are required to purchase, at their own cost, the prescribed PT uniform. The PT gear is the property of the cadet once purchased, but must be maintained in good condition. Cadets must replace lost or stolen items in a timely manner.

PERSONAL APPEARANCE, JROTC Cadet Command Regulation 145-2

The First State Military Academy is judged, in part, by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all cadets is fundamental and contributes to building the pride and esprit essential to an effective Corps of Cadets.

A. Hair Styles. Many hairstyles are acceptable, as long as they are neat and conservative. Hair will be neatly groomed. The length and bulk of hair will not be excessive or present a ragged, unkempt, or extreme appearance. Hair will not fall over the eyebrows or extend below the bottom edge of the collar. Lines or designs will not be cut into the hair or scalp. If dyes, tints, or bleaches are used, colors used must be natural to human hair and not present an extreme appearance. Applied hair colors which are prohibited include, but are not limited to, purple, blue, pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of instructors to use good judgment in determining if applied colors are acceptable, based upon the overall effect on Cadets' appearance.

1. Males. Sideburns will be neatly trimmed. The base will not be flared and will be a clean-shaven, horizontal line. Sideburns will not extend below the lowest part of the exterior ear opening. The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks (unkempt, twisted, matted, individual parts of hair) while in uniform. Hair that is clipped closely or shaved to the scalp is authorized.
2. Females. Hairstyles will not interfere with proper wearing of military headgear. Hair holding ornaments (barrettes, pins, clips), if used, must be transparent or similar in color to hair, and will be inconspicuously placed. Beads or similar ornamental items are not authorized. Females may wear braids and cornrows as long as the braided style is conservative and the braids and cornrows lie snugly on the head. Hair will not fall over the eyebrows or extend below the bottom edge of the collar at any time during normal activity or when standing in formation. Long hair that falls naturally below the bottom edge of the collar, to include braids, will be neatly and inconspicuously fastened or pinned, so that no free-hanging hair is visible.

B. Fingernails. Cadets will keep fingernails clean and neatly trimmed so as not to interfere with performance of duty. Females may wear polish that is not exaggerated, faddish, or of extreme

coloring (such as purple, gold, blue or white) while in uniform.

C. Hygiene and Tattoos. Cadets are expected to maintain good hygiene while in uniform. Tattoos are authorized except in areas of the body which would cause the tattoo to be exposed while in Class A uniform. Tattoos or brands that are extremist, indecent, sexist, or racist are prohibited, regardless of location on the body, as they are prejudicial to good order and discipline within the First State Military Academy and the community.

D. Religious wear.

1. Cadets may wear religious headgear while in uniform if the headgear meets the following criteria:
 - (a) It must be subdued in color (black, brown, green, dark or navy blue, or a combination of these colors).
 - (b) It must be of a style and size that can be completely covered by standard military headgear.
 - (c) The headgear cannot bear any writing, symbols, or pictures.
 - (d) Cadets will not wear religious headgear in place of military headgear when military headgear is required (outdoors, or indoors when required for duties or ceremonies).
2. Exceptions to appearance standards based on religious practices.
 - (a) The term “religious apparel” is defined as articles of clothing worn as part of the observance of the religious faith practiced by the cadet. Religious articles include, but are not limited to, medallions, small booklets, pictures, or copies of religious symbols or writing carried by the individual in wallets or pockets. Except as noted below, cadets may not wear religious items if they do not meet the standards of this regulation. Requests for accommodation will not be entertained.
 - (b) Cadets may wear religious apparel, articles, or jewelry with the uniform, if they are neat, conservative, and discreet. “Neat conservative, and discreet” is defined as meeting the uniform criteria of this regulation. In other words, when religious jewelry is worn, the uniform must meet the same standards of wear as if the religious jewelry were not worn. For example, a religious item worn on a chain may not be visible when worn with uniforms. The width of chains worn with religious items should be approximately the same size as the width of the ID tag chain.

MILITARY COURTESIES – SALUTES

The salute is a traditional sign of respect and greeting extended to all officers of the Armed Forces of the United States and high ranking government dignitaries. Additionally, at the First State Military Academy all cadet officers, the Commandant, Colonel, Commander, and all Military Instructors merit salutes.

A salute is always initiated by the junior. Therefore it is incumbent upon cadets to be alert to their surroundings and to salute all senior cadet officers and staff members.

The salute should always be accompanied by the appropriate greeting. For example, “Good morning sir/ma’am.”

The salute shall be executed when six paces from the person or at the closest point of approach. Thirty paces is usually regarded as the maximum distance for saluting. Good judgment should be exercised in using this criterion.

All salutes shall be acknowledged. If covered and in uniform, acknowledgement is by returning the salute.

If uncovered or not in uniform, acknowledgement is by returning the greeting or telling the saluting cadet to "carry on."

There are certain times when saluting is not appropriate. At the following times salutes are not required:

- ✓ When uncovered.
- ✓ In the cafeteria during meals.
- ✓ During drills, e.g. a fire drill.
- ✓ When engaged in athletics or similar activity.
- ✓ When part of a detail at work.
- ✓ When in ranks (except on command).

Although a salute may not be required under certain circumstances, an officer or staff member's presence must still be acknowledged and shown proper respect and courtesy. Again good judgment should be exercised.

Cadets-in-charge of formation shall salute for the formation. If there is not a cadet-in-charge present, the cadet on the right end of the front rank will salute for the formation.

Cadet Unit Organization The cadets at the First State Military Academy are organized as a Regiment. The Regiment is divided into two Battalions with four Companies in each Battalion. The number of platoons in each company varies depending on enrollment, but generally there will be at least three platoons. There are generally three squads in each platoon. The number of squads and the number of cadets in each squad will be determined by the number of cadets actually in ranks.

SAMPLE ORGANIZATIONAL CHART

(EXAMPLE OF A FULLY MANNED REGIMENT)

REGIMENT

FIRST BATTALION, SECOND BATTALION

ALPHA COMPANY, BRAVO COMPANY, CHARLIE COMPANY, DELTA COMPANY

CADET LEADERSHIP POSITIONS

POSITION RANK

Regimental Cdr Cadet Colonel C/COL

Regimental Executive Officer, Cadet Lieutenant Colonel. C/LTC

Regimental Adjutant, Cadet Major. C/MAJ

Regimental Operations. Cadet Major. C/MAJ

Regimental Supply, Cadet Major. C/MAJ

Regimental Activities. Cadet Major. C/MAJ

Regimental Command Sergeant Major Cadet Sergeant Major. C/CSM

Battalion Cdr. Cadet Lieutenant Colonel C/LTC

Battalion Executive Officer, Cadet Major. C/MAJ

Battalion Adjutant, Cadet Captain. C/CPT

Battalion Operations, Cadet Captain. C/CPT

Battalion Supply, Cadet Captain. Grade C/CPT

Battalion Command Sergeant Major, Cadet Sergeant Major. C/CSM

COMPANY POSITIONS: A CO, B CO, C CO, D CO

Company Commander, Cadet Captain C/CPT

Company Executive Officer, Cadet First Lieutenant. C/1LT

Platoon Leader, Cadet Second Lieutenant. C/2LT

Platoon Sergeant, Cadet Sergeant First Class. C/SFC

First Sergeant, Cadet First Sergeant. C/1SG

Squad Leader, Cadet Staff Sergeant. C/SSG
Asst. Squad Leader, Cadet Sergeant. C/SGT

MILITARY SCIENCE INSTRUCTOR STAFF

The cadet Regiment operates under the supervision of the Military Science Instructor staff. One of the objectives of the JROTC program is that the cadets will run the unit organization, experience hands-on leadership, and develop leadership skills with the guidance of professionals who have completed careers in leadership positions. While gaining a high school education, the cadets at the First State Military Academy will conduct an on-going leadership laboratory where they can test and refine their skills. The Military Science staff will instruct the Military Science curriculum and model different leadership traits and styles for the cadets. As the cadets progress they should follow the guidance of the staff, trust in their advice, and defer to their directions.

The Senior Army Instructor (SAI) and the Army Instructors reserve the final approval of cadet leadership decisions. Cadets will find that they will gain authority and responsibility as they mature in their leadership roles within the unit. As they gain in autonomy, they must always remember that their decisions are, in the final determination, a recommendation to the Army Instructors and the Senior Army Instructor.

DUTIES AND RESPONSIBILITIES OF CADET OFFICERS

It is the duty and responsibility of every cadet officer to abide by and enforce the rules and regulations of First State Military Academy. Cadet Officers must provide the proper example(s) for the Corps of Cadets in matters of military appearance, bearing, conduct, and academic performance. Cadet officers will report all offenses of the discipline code to the chain of command and will carry out duties as assigned by the Regimental Commander.

Plan of the Week / Plan of the Day

Plans of the Week/Day are official publications of the First State Military Academy. All cadets and staff are charged with a thorough knowledge of their contents.

Plan of the Week (POTW) will be published at the beginning of each week and read to each platoon at formation. The POTW will include notices of school activities, class schedule information, the Duty Squad assignments, and the prescribed uniform for each day of the week, special announcements, etc. IT IS THE DUTY OF EACH PLATOON LEADER TO ENSURE THAT THE POTW IS READ TO HIS/HER PLATOON AT FORMATION.

A copy of the POTW will be posted on the bulletin boards in the hall, cafeteria and in Military Science classrooms, for reference. It is strongly recommended all teachers post a copy of the Plan of the Week in their classrooms.

A Plan of the Day will be published if and when necessary.

Daily Schedule

Cadets report to homeroom / assigned area for first formation
Bell
First Block
Colors and Pledge of Allegiance / National Anthem
Bell

Second Block

Bell

Third Block Lunch 1 Bell

Lunch 2

Bell

Fourth Block

Bell

Dismissal of bus cadets, walking cadets will be dismissed upon departure of buses

Duty Section

The Duty Section will rotate as directed through each section of the Regiment and will perform duties under the Officer of the Day (staff member) as follows:

- ✓ Raise and lower the National colors in a dignified ceremony at times prescribed, 0800 and 1450.
- ✓ Serve as building sentry and/or escort visitors from assigned entries/ stations.
- ✓ Collect formation sheets 20 minutes after the start of each period, if needed.
- ✓ Serve as messenger for the administrative staff, as required.
- ✓ Freshmen cadets will normally be assigned to Duty Section during the second semester.
- ✓ The Regimental Operations Officer is responsible for assignments for the Duty Squad and for Duty Section functions.

CADET LIFE

PATRIOTISM AND SCHOOL (UNIT) SPIRIT

One of the basic tenets of the JROTC program is to engender a sense of patriotism in the cadet's everyday life and to foster patriotism through encouraging participation in events such as parades and ceremonies connected with the military and/or veteran's groups. Other community groups will undoubtedly approach the Academy for support in terms of color guards, cadet attendance in uniform, and like ventures.

A daily manifestation of this spirit will be the raising of the colors (the flag) on campus and reciting the Pledge of Allegiance in the classroom or attending to the playing of the National Anthem when appropriate. Full participation by each cadet in the recitation of the Pledge of Allegiance to the Flag and respect during the playing of the National Anthem is thereby assumed and expected. Cadets who have reservations concerning the Pledge or Anthem need to reconsider their desire to attend a military academy in the United States of America staffed by personnel who have served their country well and faithfully. On the occasion where a non-citizen of the United States were to attend the Academy, respectful attention during the Pledge and the National Anthem would be expected.

School spirit and (Army-based themes will rally the cadets to feel proud of their school and their JROTC unit. Healthy competition and friendly rivalry with other service-based units will be expected with the consideration that we are ultimately all on the same team. Good sportsmanship and mutual respect are the number one priority when dealing with any other JROTC or military unit, or any other high school or student group.

CLOSED CAMPUS

It is emphasized that the school day begins upon arrival on school grounds. Upon arrival by bus, car, taxi, etc., a cadet may not leave the grounds to socialize or for the purpose of frequenting local business establishments.

SPECIAL JROTC GROUPS

Certain special groups are paramount to the JROTC experience such as Color Guards and Drill Teams. When functioning as a member of a JROTC special group, whether practicing or performing, cadets are subordinate to the appointed group leader and chain of command regardless of the position they may hold outside the group. Appointments of group leadership positions will be made by the AI sponsor with the approval of the SAI. It must be clearly understood, advancements or promotions made by virtue of filling a position within special groups are temporary in nature, and valid only as long as the cadet is filling the position. Upon being relieved, replaced, etc. the cadet will usually revert back to his/her permanent rank.

COLOR GUARD

The Color Guard shall normally consist of four or five members:

National Color Bearer (Commander) (mandatory)

Military Branch Flag Bearer

JROTC Unit Flag Bearer

Two Color Escorts (Rifle Bearers) (mandatory)

For special occasions other flags such as Armed Service Flags, State Flag, or City Flags may be added or substituted for flags in the Color Guard (except the National Colors). The First State Military Academy normally supports two Color Guards, the Senior Color Guard and Junior Color Guard. Additional Color Guards, i.e. MS-1 Color Guard, may be constituted as dictated by circumstances.

Color Guards are traditionally made up of enlisted personnel. There is no restriction on cadet officers serving on the color guard but an appointment as a cadet officer will not be made by virtue of serving on the Color Guard.

DRILL TEAMS

First State Military Academy supports a senior and junior drill team and would support male and female teams if interest warrants. Teams are further divided into Armed, Unarmed, Exhibition, and Two Cadet Exhibition Teams. An Individual Drill Requirements (IDR) Team may also be formed. A drill team, ideally, consists of 14 members, including 12 drillers, a guide and the commander. It is realized that this ideal cannot always be met. Often rather extreme modifications must be made. Drill teams must develop, practice, and perfect suitable routines or prescribed routines for scheduled drill meets.

HONOR GUARD

The First State Military Academy supports an Honor Guard. Besides serving as an Honor Guard for arriving dignitaries, the Honor Guard may serve as escorts for V.I.P.s at other functions as needed.

EXTRA CURRICULAR ACTIVITIES

The First State Military Academy is a Delaware Charter Public High School and as such can participate in any activities that are offered by the Delaware Public Schools. The extent of these activities depends upon the desires and approval of the Commandant.

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is one of the highest honors that can be awarded to a high

school student. The NHS has worked hard to bring the accomplishments of outstanding cadets to the attention of parents, teachers, peers, and community.

Cadets are eligible for consideration for induction into the National Honor Society as Juniors with a 3.3 cumulative grade point average and as Seniors with a 3.3 cumulative grade point average. Cadets should follow a college bound curriculum; cadets that take courses not of this caliber will not be eligible for selection into the NHS. It is also imperative that cadets establish a pattern of volunteering for community service.

CLUBS AND INTEREST GROUPS

The First State Military Academy will support cadet clubs and interest groups as the interest level becomes apparent and a staff member/sponsoring adult offers to supervise such a group. Clubs and groups might include yearbook, newspaper, drama, language, and similar interests found in other high schools.

SPORTS TEAMS

Different sports teams will also develop from the interest level of the cadets.

GENERAL POLICIES AND PROCEDURES

APPLICATION PROCESS

FSMA will advertise the open application period for grades 9 and 10 in Year 1 from August 1 through Jan 5; and then October 10 through December 21st of the year preceding enrollment for all subsequent years. If the 21st of December falls on a weekend, the deadline will be extended to the following Monday. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline.

If oversubscribed at the end of the open application period, FSMA will publicize and hold a lottery in public, applying preferences as stated in charter and allowed by state law.

Applications received after the open application period (Oct. 10-Nov. 21) will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, FSMA will conditionally admit all cadets who apply within the open application period, and will add additional cadets as applications are received in the order they are received.

The Lottery will be held at the school during the third week of January and will be publicly announced on the school's website.

FSMA will show preference in filling the positions in the school, as allowed by Delaware State Law. The following preferences will be applied in the order listed below:

- 1) Children of Founding Members - The Board will maintain a list on file. This number cannot exceed 5% of the total seats available. Founders cannot be added to the list established before
- 2) Children of employees of First State Military Academy.
- 3) In year 1, siblings of children already selected for the school, either through lottery or rolling enrollment. In future years, siblings of children enrolled in the school.

Residency must be established as of the date of the lottery and proper verification will be required after cadets have been accepted. Cadets accepted through lottery must meet with either the Commandant or Superintendent following that selection to review the school policies related to the JROTC program and take a placement test to conclude the enrollment process. The school will make three attempts to arrange

an interview and placement testing within three weeks after the conclusion of the lottery. If the parents/guardians and student fail to respond to either the meeting or the placement test, it will be assumed that the student is no longer interested in enrollment and the next cadet on the list will be invited to enroll.

The order of the lotteries to determine admission for Year 1 will be Grade 10, 9. In Year 2, order will be Grade 11, 10, 9; in Year 3, order will be Grade 12, 11, 10, 9.

The intent of the sibling preference law is to keep families together.

SIBLING by definition is a:

- A. Biological/adoptive sibling
- B. Stepsiblings residing in the same household.
- C. Foster children residing within the same household
- D. Stepsiblings living in different households are not considered for a sibling preference.
- F. Same grade siblings will be treated as two separate cadets applying, rather than as a single unit.

NOTE: Siblings of enrolled cadets must submit an application to the school during the open enrollment period to be considered for admission.

Unless circumstances dictate otherwise (financial reasons, numbers low in class, employee's child, other) FSMA does not admit 11th and 12th grade cadets.

After the lottery takes place, those who wish to apply may request an application from the office. Once received, the application will be placed on the waiting list in order received. Applications are only valid for one year. New applications for the following year will need to be submitted for next year's consideration. The waiting list does not carry over year to year.

Up through September 30th of the current school year, FSMA will use the waiting list for admissions.

ATTENDANCE

Delaware State Law, which pertains to compulsory attendance, requires regular attendance for the school-age child. First State Military Academy will require regular and consistent attendance for all cadets who are enrolled in the school's programs.

FSMA (and the State of Delaware) recognize the following legal and necessary absences:

- Illness of the child, attested to by a physician if necessary;
- The presence of contagious disease in the child's home;
- Death in the immediate family or in the home of the grandparents. Excused time will not exceed one week. Excused time allowed for funerals of other relatives will not exceed one day. Additional time may be allowed when ceremonies are held at long distances from the student's home;
- Legal business relating to or involving the student;
- Health treatment (including student pregnancy);
- Prearranged absence to visit a college or university and/or to participate in other educational experiences;
- Emergency situations as determined by the Superintendent or Commandant; and
- Religious holidays

No absences are permitted during state testing or semester exams unless approved in advance by the Superintendent.

Written documentation from an adult is required for any absence or tardy.

The methods of determining excused absences or tardiness will include but not be limited to the following:

- Doctor's note for sickness;
- Dentist's note for treatment;
- Telephone call by parents/guardians in an emergency; and
- Parent's/guardian's signed note.

All unexcused absences receive no credit for the day's work. Any cadet who has an excused absence from school can make up class work and assignments missed *if and only if* work is requested by the cadet from his/her teacher within two school days of the cadet's return. The time that is permitted to complete makeup work will be a reasonable period as determined by the teacher and cadet. The cadet's grade will reflect any failure to comply.

Absence from school:

Full day attendance will be given only to those who enter school before the end of the first period. Cadets who arrive after the first period will be counted with one half-day absence. Entry after the conclusion of the third period will result in a full day of absence.

Absence from class:

Cadets are *absent* from class *any time* that they are not physically present during class time. This would include all activities that would allow the student to be counted present for the school day but also allow the student to be places other than the classroom (e.g. field trips, meetings, trips to the office, conferences, etc.).

Excused absence:

An excused absence is an absence covered by the eight necessary and legal absences defined by the Board and in compliance with State Law and validated by proper documentation.

Cadets absent from school may not participate in any after school activities on the day of absence.

Procedures:

- Cadets are expected to come to school on time every day and to remain the entire day;
- Excused absences are per School Policy as listed above;
- Each cadet will be issued an excuse slip after an absence;
- A grace period of one day will be given to returning cadets who do not produce an excuse slip. Failure to produce the slip after that time will result in an unexcused absence;
- Parents are asked to call the school if there is any doubt as to the validity of an absence; and
- Cadets are not permitted to leave school grounds during the school day without permission.

Cadets who do not report to school and have no valid reason, will be considered truant.

Attendance records:

The Superintendent or designee will keep a daily record of attendance to include absences and tardiness of all pupils. Each cadet's attendance will be recorded daily in compliance with State regulations.

Upon accumulating five (5) absences (excused or otherwise) within an academic year, the school office will notify the parent/guardian by letter.

Upon accumulating 10 absences, the school will contact parents/guardian. A truancy notice may be sent to the cadets' parent or guardian. The contact will determine the cause of the cadets' excessive absence

and evaluate the cadet's need for homebound instruction (if the ten absences are consecutive) or other alternative instructional services. Further absences will require a physician's excuse. Failure to produce such documentation when requested will result in unexcused absences being recorded.

Upon accumulating 15 absences, the Superintendent and Commandant will make a formal determination whether to refer the student and parents to the legal system, First State Military Academy Board of Directors, or other appropriate agency. Truancy notices may be sent to parents.

When 20 absences have been recorded, charges of truancy will be filed in Magistrate Court for all unexcused absences.

When 26 absences from school have been recorded, a referral to Child Protective Services may be made. The cadet also cannot be awarded credit for the current school year in any class for which they have accumulated 26 or more absences, absent documented medical condition causing the absences.

The Superintendent, in cases of severe family hardship or student illness, may make exceptions to the First State Military Academy attendance policy.

BOOK BAG / PURSE POLICY

First State Military Academy presumes a student possesses and is responsible for all items in a cadets' book bag, purse, locker, or similar bag or container used to carry books or personal property.

Cadets have the right to privacy to their personal possessions, unless the Superintendent or Designee has a reasonable suspicion of a cadets' possession of alcohol, drugs, drug paraphernalia weapons, stolen property, or dangerous items in the school environment.

Cadets have the responsibility: Not to carry, conceal or possess any materials that are illegal, disruptive, dangerous, or offensive to others.

Book Bags are subject to search under the following conditions:

- 1) FSMA staff member has reasonable suspicion that a search should be made for the welfare of the student and/or school;
- 2) Upon presentation of a warrant; and
- 3) With the permission of the student after he/she has been apprised of constitutional rights.

BUS POLICY

Safety is the number one concern as cadets are being transported to and from school or to and from school-sponsored activities. Safety requires the cooperation of cadets, parents/guardians and FSMA Staff members. Parents/Guardians should review and discuss the rules with their children in efforts to make the school bus environment as safe as possible.

Cadets have the responsibility to abide by all bus rules and regulations. Failure to abide by the rules and regulations of the bus may result in a student being suspended from the bus or denial of bus transportation.

Bus Rules

The following rules can be enforced only with the cooperation of every person concerned with transportation:

1. Cadets must listen to the driver and follow the driver's directions. The driver has the authority of a classroom teacher.

2. If crossing the street to board the bus, cadets **MUST** look both left and right for cars, make sure the **RED** lights are flashing, and wait for the driver's signal to cross. Always cross the street in **FRONT** of the bus.
3. Before boarding and after exiting the bus, cadets must keep a safe distance from the bus. Keep at least 10 feet away from the bus.
4. Cadets are to enter the bus promptly, immediately take their seats, and remain seated whenever the bus is moving.
5. Cadets are to conduct themselves on the bus in such a way that will not distract the driver. Distracting the driver puts everyone on the bus at risk.
6. Cadets must remain properly seated at all times. (Back to back; bottom to bottom; book bag on the lap).
7. Outside of ordinary conversation in a normal tone, classroom conduct is to be observed when on the bus. The driver has authority to prohibit any conversation.
8. Cadets must remain out of the driver's seat and refrain from unnecessary conversation with the driver while the bus is in motion.
9. Cadets are not to touch the emergency equipment on the bus (emergency doors, windows, roof hatches, body fluid/first aid kits, 2-way radios, etc.) except as directed by the driver or during an actual emergency.
10. The bus windows should not be opened without permission from the driver.
11. Cadets are to keep all body parts inside the bus. (Hands, arms, head, hair, etc.)
12. Cadets are to keep their hands and feet to themselves. (No fighting; horseplay)
13. Cadets are not to eat or drink while on the bus.
14. Cadets are not to throw objects of any kind either inside the bus, out of the bus, or around the bus.
15. Cadets should help keep the bus clean, sanitary, and orderly. They must not damage or abuse bus seats or equipment.
16. Cadets are not to use abusive language or profanity, obscene or rude gestures, or spit while on the bus.
17. Cadets may **NOT** bring large musical instruments, any animals, balloons, glass containers or objects, or large school projects onto the bus.
18. Cadets are not to leave the bus without the driver's permission, except on arrival at their assigned bus stop or at school.

Note: Cadets must ride the assigned bus to and from the assigned stop. Switching buses for any reason is strictly prohibited unless approved by the Superintendent or Designee. The student must bring in a signed note from the parent/guardian stating the reason why he/she must ride another bus.

CONDUCT AND RESPONSIBILITY

UNIFORM CODE OF CONDUCT

Uniform Code of Cadet Conduct contains regulations governing the conduct of cadets. It has as its central purpose the prevention of actions that might interfere with the school program. Each staff member of the First State Military Academy is required to function in accordance with this code.

In addition to this Code, the FSMA Board has adopted official Rules and Regulations, which relate to student activities, behavior, and student discipline. These Rules and Regulations, some of which are more detailed than the code provisions, are legally binding. Cadets, parents, and staff members are encouraged to fully acquaint themselves with these Rules and Regulations, which are also available in the main office.

DISCIPLINE PROCEDURES

Any cadet committing an offense as outlined below will be referred to the Superintendent or designated personnel. The cadet will be dealt with according to Regulations.

CLASS LEADERS

In all classes the teacher shall appoint a class leader. This usually will be the senior ranking cadet in class.

CLASS CONDUCT

Beginning of each class - cadets are expected to enter the classroom BEFORE the tardy bell sounds.

Cadets entering late, or who come into any classroom after class has started, must stop at the threshold of the classroom door; come to attention and, WHEN RECOGNIZED by the teacher, say in a firm voice "Request permission to enter, sir/ma'am". When permission is granted, the cadet may enter and go to his/her seat quietly or state his/her business with the teacher.

All classes at First State Military Academy will begin by the ranking cadet (class leader) calling the class to attention. If the teacher is not in the room, class will also be called to attention when he/she enters the room. At the end of class and upon signal from the teacher, the ranking cadet will call the class to attention for dismissal. Cadets WILL NOT LEAVE until dismissed.

Cadets will address all teachers and staff appropriately (Mr., Mrs., or Ms. with the teacher's last name - for example: "Mr. Smith, Mrs. Jones," etc.). Military Science Instructors will be addressed by their military rank and name - for example: "Major Fields, Master Sergeant Roe," etc. Teachers will address cadets as either "Cadet ____ (last name)" or, Mr., or Ms. (last name). Also, use of cadet rank and last name is always appropriate. Use of last name only is acceptable for E-6 and below.

Responses such as: "yeah", "huh", "okay", "un huh" or other guttural replies will not be used by cadets in response to teacher inquiries. "Yes, sir/ma'am" or "no, Sir/ma'am" or a direct informational response are the only replies that will be accepted.

Classes will be called to attention when visitors enter the room and will remain at attention until instructed to "carry on," "take seats," or some other appropriate command. Also, attention will be called for school administrators and the Cadet Regimental Commander when appropriate. The class will be called to attention by the ranking cadet or the first person seeing the visitor enter.

Classes will not be called to attention when a test is in progress.

Generally speaking, the rule of seniority presides. If an instructor/ teacher is conducting class, one would not call attention for someone junior who is entering. (Someone junior would usually be asking for permission to enter.) A senior or visitor would be recognized. Furthermore, "Attention" will not be called for cadet officers (including the Regimental Commander) who are members of the class. When a cadet officer enters the room on official business "Attention" will be sounded, if no senior person is present.

Teachers or Instructors transiting back and forth into the same class during the same period would usually only be recognized the first time they entered class during that period.

When "Attention" is sounded, all members of the class will come to attention regardless of their rank or position.

If a cadet is not in class, for any reason, the teacher can and should mark him/her absent. If the absence is legitimate (for example, serving on duty squad), it will not be counted against the cadet. Cadets who are excessively late to class without a properly signed late slip shall be reported by the teacher to the Administration for discipline. Procedures will be promulgated to the faculty by the Commandant via separate correspondence.

CONDUCT BETWEEN CLASSES

Upon dismissal, cadets shall proceed to their next class by the most direct route. They shall keep to the right side of the hallways and single stairways. There will be no loud, unseemly conduct or skylarking. Cadets will not go to the nurse, their lockers, the main office, or conduct any other business during class breaks. Cadets should not be kept past dismissal or into the next period without providing a hall pass for the teacher of the cadet's next period.

Discipline at First State Military Academy is administered in accordance with the code of conduct outlined in this handbook. Cadet responsibilities and consequences for inappropriate behavior are reviewed in this handbook. Additionally, the First State Military Academy utilizes a demerit policy where the Administration will monitor cadets' behavior and cadets will have the opportunity to monitor their own behavior and track their demerits. Demerits will be issued for various infractions which can be seen below. When a cadet accrues a specific number of demerits (see the chart below) he or she will be sent to the Dean of Cadets or the Commandant or will appear before a Discipline Review Board (accompanied by his or her parents) where various sanctions may be imposed. This may include any or all of the following: loss of extra-curricular activities (i.e. prom, dances), loss of rank, dismissal from sports teams, or other sanctions deemed appropriate by the Discipline Review Board). All cadets will have an opportunity to "work off" a portion of their demerits through pre-approved community service to remain in good standing at the Academy. FSMA will have various pre-approved community service centers where a cadet can perform volunteer work to reduce their demerits. FSMA believes that cadets monitoring their own behavior will result in them being more accountable for their behavior. Any discipline issue that is deemed "serious" in nature will be addressed immediately by the administration and handled accordingly.

DEMERIT POLICY

The purpose of the demerit system at FSMA is to instill the cornerstones leadership while allowing cadets the opportunity to develop and "grow" within the system. To that end, the demerit system is a "graduated" system. Freshman cadets may accumulate more demerits for minor infractions before they are required to report to the Dean of Cadets or the Commandant for the appropriate consequences for their actions. Each year the number of demerits permitted before consequences are delivered decrease as cadets are expected to mature and demonstrate the qualities of a FSMA upper-classman. Obviously upper classmen should not make the same minor "mistakes" as younger cadets and are expected to perform at a higher standard as they are the role models for the Academy and are expected to act accordingly.

Infraction Demerits

Uniform Infractions	1
Unexcused late to class	2
Eating/drinking/chewing gum in class	1
PDA (Personal Display of Affection)	1
Abusive language/Profanity	1
Class disruption (based on severity)	1-5
Horseplay (based on severity)	1-5
Academic cheating (Referral of Commandant)	5
Class cut/cut school	5
Unexcused late to school	2

Unexcused absence from school	2
Cyber bullying/bullying	20
Fighting (physical altercation)	20
Abusive language to staff	20
Possession and or use of tobacco	20

DISCIPLINE POLICY

The opportunity for education is the right of all cadets in our school, but education is a privilege gained only by those responsible cadets whose behavior and attitudes enable them to derive the most from their school years. The purpose of any disciplinary measure should be to modify or change behavior.

Any student who behaves inappropriately resulting in either a detention and/or suspension in or out of school, will not be permitted to attend any school function, including, but not limited to: field trips, sporting events, or other designated activities, if the student's infraction occurs within one (1) of said events. Any sports team member will not be permitted to practice and/or play in any game scheduled during said week.

The following procedures ensure that each student receives fair and equal treatment:

- 1) Every student must have prior knowledge of the conduct required of or prohibited to him/her.
- 2) He/she must be aware of specific matters giving rise to any proposed discipline.
- 3) He/she will have an opportunity to express to the decision-making authority, views or rebuttal regarding the incident, including the opportunity to place a written response to the incident report in his/her file.
- 4) The decision-making authority must base its decision on the incident or matters about which the student has been apprised as indicated above.

Parent Notification

Parents/guardians will be informed of the incident as soon as decisions regarding the appropriate response to the incident have been made by the Superintendent or Designee. The parent or guardian will be notified by phone, letter, or other written notification.

Student Grievance

A student grievance may be presented when a student or the student's parent/guardian believes that the student has been treated unfairly

A student or a student's parent(s)/guardian(s) may present a grievance. A grievance may involve the treatment of a student, or relate to the treatment of a group of cadets. A person may not file a grievance about a situation in which he/she has no personal interest.

Student Grievance Procedure

When the grievance procedure is used, the following steps shall be pursued in the sequence set forth below, except where otherwise noted:

Level 1

The grievant, whenever possible, shall request a conference with the teacher or person(s) who allegedly treated the student unfairly.

Level 2

If the conference does not resolve the complaint, the grievant may talk with his/her advisor about resolving the complaint.

Level 3

If the conferences fail to resolve the complaint, the grievant may file a written grievance with the Superintendent.

Level 4

The Superintendent, or his/her designee, shall schedule a conference to hear the grievance no later than five (5) school days following receipt of the grievance and shall render a decision, in writing, no later than five (5) school days after the grievance conference. The decision of the Superintendent is subject to review by the Board of Directors.

It is understood that occasionally there are sensitive situations where discussions may begin with level 2 or 3 of this process.

If the student's grievance is with the Superintendent, this process may begin with contact with the Board of Directors.

Detention

Detention is held on a daily basis. Prior to detention being assigned, a student shall be given oral or written notice of the charges. Cadets who refuse to serve the assigned detention time or fail to show for an assigned detention shall be assigned one day of in-school suspension and the detention will be reassigned.

Suspension – In School

Prior to a suspension in school, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story at the Discipline Review Board. Generally, the notice and hearing should precede the student's removal from the regular classroom. Notification shall state the cause and duration of the in-school suspension (ISS). Student's assigned in-school suspension shall report to the designated location. Cadets who refuse to serve the assigned ISS time shall immediately begin serving the assigned time on out of school suspension.

Suspension – Out of School

Prior to a suspension out of school, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story at the. Generally, the notice and hearing should precede the student's removal from school.

Notification shall state the cause and duration of the suspension. In all events, an attempt shall be made to notify the parents by telephone. Cadets whose parents cannot be reached by telephone will be retained at school until the end of the school day. However, if this is not feasible, or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, or the integrity of the educational process, the necessary notice and hearing will follow as soon as possible.

In the case of cadets with disabilities (as defined in the Individuals with Disabilities Education Act) all of the above procedures do apply with additional considerations as follows:

- A suspension from school for more than ten days, either consecutively or cumulatively, is considered a change of placement if the conduct is related to the student's disability. The IEP Team will determine the relationship between the conduct and the student's disability; and
- Parents/guardians must conference with the Superintendent or his/her designee regarding the

violations that lead to the student's suspension.

Expulsion

When a student commits a violation that may result in a recommendation for expulsion, the following procedure shall be followed:

STEP I

The student shall be suspended for up to ten (10) days.

The Superintendent shall investigate all aspects of the discipline problem, including a conference with the student and his/her parents or guardians if possible, at which time the student will be informed of the charges and afforded an opportunity to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.

The Superintendent shall normally complete the investigation within three school days of the incident under investigation.

If, after the investigation, the Superintendent concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the Superintendent shall make such a recommendation in writing to the Board of Directors. The recommendation must be accompanied by a summary of the Superintendent's investigation.

STEP II

Within seven (7) school days from the first date of suspension for the incident giving rise to the expulsion recommendation, notify the student and the student's parents or guardians of intent to expel and of the date, time, and location for a formal hearing on the recommendation for expulsion. The notice of intent to expel shall be sent by certified mail or hand delivered and shall state the reasons for the expulsion and the time and place of the hearing.

In addition, the notice shall be accompanied by a copy of the rules of procedure for the conduct of disciplinary hearings.

The formal hearing shall be held not less than three (3), nor more than ten (10) school days after the notice of intent to expel is given. The time period may be modified by agreement of both parties.

The formal hearing shall be conducted by the Board of Directors.

The Board shall have full authority to control the conduct of the hearing, including authority to admit or exclude evidence.

The Board, in conducting the hearing, shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The Board shall exclude plainly irrelevant evidence. Unduly repetitive proof shall be excluded.

The Board's Secretary shall swear in the witnesses.

The student shall have the following rights:

- To be represented by counsel, at the student's expense;
- To question any witnesses who testify and receive a copy of any written statements and/or affidavits made by such witnesses;
- To request that any witness appear in person and answer questions or is cross-

examined. Student witnesses will not be excused from school or allowed to testify without subpoena or parent(s)/guardian(s) permission;

- To testify and produce witnesses on his/her behalf;
- To obtain upon written request, a copy of the transcript or tape of the Board hearing.

STEP III

Within ten (10) calendar days following the hearing, the Board shall decide whether to expel the student following a review of the evidence produced at the hearing. The Board's decision shall state conclusions of fact and the penalty to be imposed upon the student.

The duration of an expulsion is within the discretion of the Board based upon the circumstances of each case. An expulsion shall not exceed one calendar year, or 180 school days.

STEP IV

The parents/guardians of a student who is expelled shall be informed that they may apply for the student's readmission at the end of the period of expulsion and must provide verification that all conditions for readmission have been met.

The student and family will be given exit advice on the educational options and rehabilitative counseling that may be available during the expulsion period.

Upon readmission to school, the student will be placed on probation. The student will be formally assigned to a student advisor, who will monitor his/her behavior and academic performance, and provide assistance for a period of at least one semester.

A student is prohibited from being on First State Military Academy property during the expulsion period except when accompanied by a parent or guardian for a scheduled appointment with school officials.

Expulsion and Suspension of Cadets with Disabilities

In the case of a student with a disability, as defined in federal and state regulations, being considered for expulsion, an Individual Educational Placement (IEP) Team meeting would be convened.

The IEP Team will determine whether (1) the alleged conduct is directly related to the student's disability or (2) the student was inappropriately placed at the time of the offense. A student with a disability conduct relates to the disability if the disability significantly impaired the student's ability to control his/her behavior.

If the IEP Team determines that the offense is directly related to the student's disability, the student's program and/or placement may be changed.

If the IEP Team determines that the offense is not directly related to the student's disability or the result of placement, the Superintendent will follow the Student Code of Conduct.

In instances where the student with a disability presents a danger to himself or others, or is so disruptive to the educational environment as to interfere with the rights of other cadets to benefit from an education, emergency placements may be invoked by the School, including homebound instruction.

Corporal Punishment

No FSMA employee may inflict or cause to be inflicted corporal punishment on a pupil. For purposes of this policy section, corporal punishment means the willfully infliction of, willfully causing the infliction of, or willfully allowing the infliction of physical pain on a pupil. Corporal punishment includes, but is not limited to, the use of a paddle or stick on a pupil, blows to the head, hair pulling, limb twisting, slapping, shoving, or similar physical action intended to cause pain.

This subsection of the discipline policy does not prohibit an official or professional employee of the First State Military Academy from:

- Using reasonable and necessary physical contact to quell a disturbance or prevent an act that threatens physical injury to any other person;
- Using reasonable and necessary physical contact to obtain possession of a weapon, other dangerous object controlled substance, or drug paraphernalia within a pupil's control;
- Using reasonable and necessary physical contact for the purpose of self-defense or the defense of others;
- Using reasonable and necessary physical contact for the purpose of protecting public school property;
- Using reasonable and necessary physical contact for the purpose of removing a disruptive pupil from school premises or motor vehicle or from school-sponsored activities;
- Using reasonable and necessary physical contact to prevent a pupil from inflicting harm on himself or herself;
- Using reasonable and necessary physical contact to protect the safety of others; and
- Using incidental, minor, or reasonable physical contact to maintain order and control.

The School Board of Directors, or a designated committee thereof, shall exercise their good faith judgment in determining whether an employee was acting within the above exceptions.

DEFINITIONS OF VIOLATIONS

This list is not all-inclusive. A student committing an act of misconduct which is not listed, may be subject to disciplinary action. If a student commits an act that constitutes a crime under Delaware law, such a student is subject to discipline, which may include expulsion in an appropriate case. Criminal activity outside the school environment can also be cause for disciplinary action by the school against a student, if the behavior reasonably could pose a threat to the orderly functioning of the educational process or a danger to the health, safety, and welfare of other cadets, employees, or school property.

Disciplinary action that will be taken in response to each violation is identified in the charts that follow these Definitions.

Academic Dishonesty

The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not.

This includes, but is not limited to:

- Providing a partially completed or completed paper, project, assignments, and/or other tasks/documents to another student;
- Copying another student's paper;
- Unauthorized use of notes or sharing answers during a test, examination, assignment, project, or other assignments;

- Presenting another person's work as one's own; and
- Presenting quotations, words or ideas without proper reference or credit (plagiarism).

Abusive Language/Gestures (student to student)

Written or spoken language or gestures that are offensive, obscene or vulgar.

Abusive Language/Gestures (directed to staff or administrators)

Written or spoken language or gestures that are offensive, obscene or vulgar, when directed at teachers, staff, or administrators of the School, Board of Directors, or Department of Education.

Arson

Any act utilizing fire, smoke, or explosives that causes alarm or danger to life; and/or willful or malicious burning of school property, its contents, or the personal property of others.

Assault

An unlawful physical attack using force upon a person intending to cause, or resulting in, physical injury.

Breaking and Entering

Illegal or unauthorized entry of any locked area of the school during or after school; e.g., rooms, classrooms, auditorium, gym, shops, offices, lockers, or cabinets.

Bullying

One or more persons targeting another person with repeated direct or indirect negative actions over a period of time that are harmful to the victim either emotionally or physically. A negative action occurs when a person knowingly or unknowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person.

Bus Violations

Violation of the Bus Rules and/or Bus Policy set forth in the Student Code of Conduct.

Computer/Technology Misuse

Using school computers or other technology device to view or download materials or information of a sexual, obscene, or offensive nature. Downloading any files or information from the internet or software to a school computer or other technology device without authorization of a school administrator or staff member.

Computer/Technology Tampering

Unauthorized altering/tampering or vandalism to school-owned electronic equipment and software, such as computers, business machines, calculators, network support equipment, and wiring. This includes, but is not limited to:

- Altering or tampering with the operating system or data stored on the system;
- Damage to input/output disk storage devices;
- Introduction of a virus, Trojan horse, worm, spyware, or other data/operation system corruption;
- Using electronic mail to harass others, including sending electronic mail that the sender would reasonably anticipate to be unwelcome;
- Posting on electronic bulletin boards or any type of electronic forum information that may be slanderous or defamatory in nature or any materials that violate existing laws or the standards of student conduct; and
- Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility or location that can potentially be in view of other individuals.

Conspiracy

When two (2) or more cadets agree to intentionally lie, mislead, plan and carry out inappropriate behavior or give false information to hinder an investigation of another offense.

Class Cutting

Unexcused absence from a class without authorization or approved reason. In addition, failure to arrive in class within the first 10 minutes of class without authorized or approved reason.

Criminal Mischief

The destruction of, or serious damage to, school property or the property of others.

Discriminatory Harassment

Harassment, demeaning treatment, or misconduct, whether verbal or physical, directed at a person, that is based on that person's race, national origin, disability, religion, sexual orientation, or similar characteristic. See also, Sexual Harassment.

Disruptive Behavior

Language, gestures or actions, which incite, produce distractions or seriously interfere with the effective functioning of the teacher, class or school.

Dress Code Violations

The failure to wear the required uniform to school and at all times while at school and/or the wearing of any prohibited article of clothing and/or accessory. See Dress Code for additional information.

Drug or Alcohol Sale or Distribution

Sale, transfer, or distribution in school or on school property, of drugs, alcohol or "look-alike" substances. Possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver" as defined in the Delaware Code.

Drug or Alcohol Use or Possession

To possess on one's person or among one's personal belongings, or to use or be under the influence of any illegal substance capable of producing change of behavior or altering a state of mind or feelings; e.g., alcohol, marijuana, etc. This situation includes "look-alike" substances. Possession of excessive amounts of drugs/alcohol or "look-alike" substances will be considered as "possession with intent to deliver", as defined in the Delaware Code, and will be dealt with as "drug or alcohol sale or distribution."

Failure to Attend Detention

Not reporting for a scheduled detention without administrative permission to miss the detention.

Fighting

Aggressive physical conflict between two or more individuals, including wrestling and shoving.

Fire Alarm Tampering

Pulling a fire alarm, using a fire exit, or discharging a fire extinguisher when no fire or reasonable indication of fire is present. Causing a fire alarm or sprinkler system to engage when no fire or reasonable indication of fire is present. Tampering with, disabling, or destroying a fire alarm, sprinkler system, fire exit or fire extinguisher.

Forgery

The act of forging a signature or using something written (whether physically or electronically) falsely with the intent to deceive.

Gambling

Participating in game(s) of chance, including card playing, for money and/or other things of value. Evidence of organized gambling will be handled according to State Regulations.

Instigation

Behavior that incites or produces aggressive or physical conflict between two or more individuals.

Insubordination

Verbal or non-verbal refusal to comply with a reasonable request of staff, e.g., refusal to give name or show identity card; refusal to accompany school personnel to classroom or office.

Leaving School Without Authorization

Once a student arrives at the school campus, he/she may not leave, unless authorized to do so, until the end of the student's scheduled day. *Cadets who are eighteen (18) years of age, may not sign themselves out of school. ALL cadets, regardless of age, must have written permission from a parent/guardian or a parent/guardian be on campus to take any student out of school for any reason.*

Offensive Touching

Intentionally touching or attempting to harm another person with a part of the body, body fluids or with an instrument, thereby causing offense, alarm, or injury.

Offensive Touching to Staff

Intentionally touching or attempting to harm a staff member or administrator, thereby causing offense, alarm, or injury.

Prohibited Areas

Unauthorized presence of student in any administrative office, classroom, or other prohibited school area, as defined by signs denoting a space as off-limit to cadets.

Rape or Attempted Rape

Forced sexual contact without consent of the victim.

Reckless Driving

Driving any vehicle in willful and wanton disregard for the safety of persons or property on school property or in a school zone.

Robbery/ Extortion

To obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.

Sexual Behavior

Any action by one or more persons involving the use, display, or touching of those parts of the body generally referred to as "private" that is unacceptable in public.

Sexual Harassment

Sexual harassment is unwanted and unwelcome sexual advances, attention, requests for sexual favors, or other verbal, written, or physical actions of a sexual nature. It may include, but is not limited to, demeaning remarks about a person's clothing, body, or sexual activity based on gender; unnecessary touching, patting, or pinching; leering at another person; and physical assault of a sexual nature.

Tobacco use

To hold a lighted cigarette (cigar, pipe, etc.), to draw in or exhale smoke, to chew or to use tobacco products. Smoking at school activities, in school buildings or on school grounds during school hours is prohibited. Tobacco use is also prohibited on school buses, on school-sponsored educational field trips at all times, and when participating in athletic and extra-curricular activities.

Steroid/Stimulant Possession, Use or Distribution

The use, possession, or distribution to others of any substance that alters or is intended to alter performance, such as steroids, stimulants, amphetamines, diuretics, or related compounds.

Terroristic Threatening

The threat to commit any crime likely to result in death or serious injury to person or property. This includes false statements likely to cause evacuation of a building, place of assembly or facility of public transportation. This also includes statement(s) made that are likely to cause serious inconvenience; or in reckless disregard of the risk of causing terror or serious inconvenience.

Theft/Possession/ Transfer of Stolen Goods

The act of taking possession or transferring the property of another without the consent of the owner.

Threatening Behavior

A threat to engage in menacing behavior that is violent or sexual in nature — without physical contact — that would likely cause offense, annoyance, or alarm. Terroristic threatening will be handled according to State School Board Regulations.

Tobacco Possession

The possession of tobacco products at school activities, in school buildings or on school grounds during school hours. (Possession meaning that a student has on the student's person, in student's belongings or under the student's reasonable control by placement of and knowledge of the whereabouts of tobacco.)

Trespassing

Presence of a suspended student in or about the school/campus who does not have a legitimate reason for being there or written permission from a school administrator.

Unexcused Absence from School

Absence from school without parent/guardian authorization or approved reason. See Attendance Policy for additional information.

Vandalism

The defacing of school property or the property of others.

Weapons Offenses

The possession, concealment, or sale of any kind of weapon or dangerous instrument, including but not limited to: knives, guns, metal knuckles, tools, or any other item that could be used as a weapon.

Unauthorized Use of Electronics

The use or display of any of the following on school premises during school hours is strictly prohibited:

- Cellular phones;
- Pagers Laser pointers;
- Radios/ Walkmans/ iPods/Music playing devices of any kind;
- Electronic games; and
- Blackberry/PDAs of any type

Other materials designated by building staff as disruptive or having the potential for causing disruption.

ZERO TOLERANCE POLICY

Any student who is found in possession of any illegal substances, materials, or items; or who commits any high-level offenses as defined by the Delaware Code, whether they are on school property, on a school bus, or at any school sponsored function, will be expelled, even if it is the student's first offense.

REPORTING CRIMES TO POLICE

Appropriate law enforcement officials should be notified when the school official encounters any of the following activities:

1. Evidence that suggests the commission of the crimes of assault and extortion against a student, or an assault, offensive touching, terroristic threatening or extortion against a school employee.
2. Evidence that suggests the commission of a felony, for example:
 - Reckless endangering;
 - Assault offenses;
 - Homicide;
 - Unlawful sexual contact, penetration or intercourse;
 - Sexual exploitation of children, pornography;
 - Arson;
 - Criminal mischief;
 - Bombs or any other type of explosive device;
 - Unlawful imprisonment or kidnapping;
 - Offenses involving concealed deadly or destructive weapons;
 - Promoting prostitution;
 - Burglary;
 - Robbery;
 - Felony theft offenses;
 - Extortion;
 - Computer/recorded sounds offenses;
 - Fraud offenses;
 - Forgery offenses; and
 - Riot.
3. Evidence that suggests violation of the laws concerning controlled substances and alcohol, such as:
 - Manufacture, delivery or possession with intent to manufacture or deliver a controlled substance or a counterfeit controlled substance;
 - Possession, delivery, possession with intent to deliver non-controlled prescription drugs (not obtained with valid prescription, including, but not limited to steroids);
 - Possession, use or consumption of a controlled or counterfeit substance or of alcohol; and
 - Trafficking in marijuana, cocaine, illegal drugs, methamphetamines, L.S. D., designer or other drugs. Unauthorized possession or delivery of hypodermic syringe or drug paraphernalia;
4. Evidence that suggests incest, sexual abuse, the neglect, or other abuse of children.
5. Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, e.g., knives, firearms, ammunition, explosives, or blasting caps.
6. Evidence that suggests morals offenses including, but not limited to pornography, exhibitionism,

or peeping.

7. Evidence that suggests organized gambling.
8. Evidence that suggests an assault or offensive touching, terroristic threatening or menacing of a school employee.
9. Evidence of offenses involving school property, e.g., false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards. Reports of suspicious persons or unauthorized persons on or near school grounds or property.
10. Rumors, information, or observations of gang rivalries or activities.
11. Bullying is defined as when one person, or a group of persons, targets another person with repeated direct or indirect negative actions over a period of time, which are harmful to the victim either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person.

The State law prohibiting possession of a deadly weapon in a safe school zone requires that a student who violates this statute shall be expelled, with the length of the expulsion being determined by the local School Board.

DISCIPLINE CHART

(See next chart for description of each code)

(In addition to DEMERITS)

Severity of offense may be considered in administering penalties

Violation	First Offense	Second Offense	Subsequent or Severe Offense(s)
Academic Cheating	B, T H	E, T K	E, T N
Abusive Language/Gestures (student to student)	A, B, H or K	A, B, K or N	A, B, N or O
Abusive Language/Gestures (directed to staff/admin)	A, E, K	A, N	O
Arson	G, O, U, V	G, Q, U, V	G, Q, U, V
Assault	G, O, U, V	G, Q, U, V	G, Q, U, V
Breaking and Entering	G, N, U, V	G, O, U, V	G, Q, V
Bullying	H, G	G, K	G, N or O
Bus Violations	A + Contract	B, R	B, S
Class Cutting	A, H	A, K	A, E, N
Computer/Technology Misuse	G, K, U	G, N, U	G, Q, U, V
Computer/Technology Tampering	G, K, U, V	G, N, U, V	G, Q, U, V
Conspiracy * Discipline will be commensurate with the primary offense at issue	A, B, U, *	A, B, U,*	A, B, U,*
Criminal Mischief	G, N, U	G, O, U	G, Q, U, V
Discriminatory Harassment	E, K or N, U	N or O, U	O, U
Disruptive Behavior	A, H	A, K	N
Dress Code Violations	A, H	B, N	B, N
Drug or Alcohol Sale or Distribution	U, V	U, V	U, V
Drug or Alcohol Use or Possession * Drug/alcohol counseling may be required	U, V	U, V	U, V
Failure to Attend Detention	K	N	N
Fighting * Severity of offense may be taken into account and lesser discipline may be administered in Superintendent's discretion	G, N, U	G, O, U	G, U, Q or V
Fire Alarm Tampering	G, O, U	G, Q, U, V	G, Q, U, V

Forgery	A, H, U	A, K, U	A, N, U
Gambling	A, G, H	A, G, K or N	A, G, N or O U
Instigation	G, H	E, G, K	G, N
Insubordination	A, H	E, K	E, N
Leaving School Without Authorization	A, K	E, N	E, O
Offensive Touching (of other cadets)	N, U	O, U	P, U, V
Offensive Touching (of staff/admin)	O, U	P, U, V	Q, U, V
Prohibited Areas	A, H	A, K	A, N
Rape/Attempted Rape	U, V	U, V	U, V
Reckless Driving * Driving privileges may be suspended or revoked in Superintendent's discretion	N, U	O, U	P, U
Robbery/Extortion	G, N, U, V	G, O, U, V	G, Q, U, V
Sexual Behavior	H, U	E, K, U	O, U
Sexual Harassment	E, K or N, U	N or O, U, V	O, U, V
Skateboard/Scooter/Rollerblade at School	C	D	D, H
Smoking	H	E, N	N
Steroid/Stimulant Possession, Use or Distribution	U, V	U, V	U, V
Terroristic Threatening	O, U	P, U, V	Q, U, V
Theft/ Possession or Transfer of Stolen Goods	E, G, K, U	G, N, U, V	G, Q, U, V
Threatening Behavior	H or K	K or N	N or O
Tobacco Possession * Items in violation of policy will be confiscated	H	N	E, O
Trespassing	A, U or N if FSMA student	A, B, U or N if FSMA student	A, E, U or O if FSMA student
Unauthorized Use of Electronic Devices	C	D	D, N
Refusal to turn over Electronic device	N	O	P
Unexcused absence from school * See also attendance policy	A, H	A, H or K	I or L
Vandalism	G, N, U	G, O, U	G, Q, U, V
Weapons Offenses * Items will be confiscated	O or P, U, V	P, U, V	P, U, V

DISCIPLINE CODE DEFINITIONS

(In addition to demerits)

Code	
A	Verbal or Written Warning to Student
B	Parent/guardian Notification
C	Parent/guardian notification and confiscation of item at issue until parent/guardian retrieves it
D	Parent/guardian notification, confiscation of item at issue for remainder of semester and returned thereafter only when parent/guardian retrieves it
E	Parent/guardian notification and parent/guardian conference with school officials required
F	Parent/guardian notification and student held in office until parent/guardian brings appropriate attire
G	Restitution/ restoration
H	After-school detention for up to three school days and Parent/guardian Notification
I	After-school detention for four to six school days and Parent/guardian conference required
J	After-school detention for seven to ten school days and Parent/guardian conference required
K	In-school suspension for up to three school days and Parent/guardian Notification
L	In-school suspension for four to six school days and Parent/guardian conference required
M	In-school suspension for seven to ten school days and Parent/guardian conference required
N	Out-of-school suspension for up to three school days and Parent/guardian conference required
O	Out-of-school suspension for four to six school days and Parent/guardian conference required
P	Out-of-school suspension for seven to ten school days and Parent/guardian conference required
Q	Out-of-school suspension for more than ten school days and Parent/guardian conference required
R	Suspension from bus privileged for one to five school days
S	Loss of bus privileges for remainder of school year
T	Grade of zero for academic assignment or exam involved
U	Reporting to police or other authorities, if appropriate

V	Recommendation for expulsion

PROHIBITED ITEMS

Do not bring the following contraband items to school.

A. Items that will be confiscated and not returned:

Cigarettes, tobacco products, drug paraphernalia

Obscene literature, playing cards

Lighters / matches, bandannas

Weapons of any sort

Box cutters, razor blades, etc

Laser pointers are considered a weapon by FSMA. Possession will be handled as a serious offense.

B. Items that will be confiscated and returned to parent ONLY (given to charity at the end of the school year if not claimed):

Radios, Tape/CD players

Communication devices (see below)

C. Food and drinks are not permitted in classrooms.

All food will be eaten in the mess hall.

CELL PHONE / ELECTRONIC EQUIPMENT POLICY

Cadets at FSMA are permitted to have their cell phone with them. The cell phone is to be turned off. It is strongly recommended that the cadets leave their cell phones/electronic equipment in their secured locker to prevent them from being tempted to use their phone or misplacing it. The consequences of being caught using a phone/electronic equipment is:

1st offense: the device is confiscated. Cadet has the option to pay \$5.00 which is donated to FSMA (used to support cadet activities) or the parent/guardian can pick up the device.

2nd offense: The device is confiscated. Cadet has the option to pay \$5.00 which is donated to FSMA or the parent can pick up the device. On the second offense the cadet will receive TWO demerits and the parent/guardian will be contacted that a third offense will result in the cadet being suspended from school for one day. The device at that time will only be returned to the parent/guardian.

TELEPHONES AND MESSAGES

**CADETS ARE NOT PERMITTED TO USE OFFICE
TELEPHONES WITHOUT PERMISSION. CADETS ARE NOT
TO RECEIVE PERSONAL CALLS. CELL PHONES ARE NOT
PERMITTED TO BE USED DURING SCHOOL HOURS.**

ADMINISTRATIVE PROCEDURES

SCHOOL NURSE – CADET VISITS

A registered nurse is on duty every school day in the nurse's office. Parents should first report to the main office when coming to pick up a child who is ill. If a student becomes ill, he/she should get permission from his/her teacher to report to the nurse. If a student is not in class or there is a real health emergency, the student may report directly to the nurse's office. A student should never remain in a lavatory. When a student claims to have been ill and missed a class because he/she spent the time in a lavatory the student will be given demerits and detentions for class cutting. **Before entering First State Military Academy, all freshmen must have a physical examination with all immunizations up to date. Upperclassmen must provide documentation of such prior to enrollment.** Every student must have an emergency form on file in the health suite. The forms, which are provided by the school, must

note emergency phone numbers and any special health conditions. Athletes must have a physical exam each year after May 1 to be eligible to participate in the succeeding year. If a student was absent from school with a contagious disease, the student must submit a doctor's note to the nurse before being readmitted to school. If a student requires prescription medication the student must leave the medication with the school nurse and the medicine must be taken in the presence of the nurse. All medications must be in the original container with label intact.

- ✓ Cadets may see the school nurse before school, during their lunch periods, or after school, with a hall pass.
- ✓ Cadets going to the nurse's office during class time must have a hall pass from their teachers. Unless it is an emergency, the cadet will be sent back to the teacher for a pass. Cadets should not go to the nurse's office during passing time and then request a pass to class unless it is an emergency.
- ✓ The nurse maintains a daily sign-in log. The time recorded will be monitored.
- ✓ Hall passes will be given to cadets who have been in the nurse's office, and who are late for class due to treatment rendered.

EMERGENCY CARDS

Cadets must have an up-to-date emergency card on file in the nurse's office. This information card should be filled in and signed by parents/guardians before the start of the school year. In case of an emergency, this may be the only way the nurse can reach parents/guardians or the cadet's family physician. Changes in address or phone number should be forwarded to the nurse immediately upon changing.

MEDICAL CARE

First aid is given in emergencies.

Medications prescribed by a licensed health care provider may be administered to cadets by the school nurse under the following conditions:

1. Written request received from parent/guardian for non-prescription medication.
2. Prescription medications brought/sent to school should be in the original container that is properly labeled with the student's name; the name of the medication; time; dosage; how it is to be administered; the physician's name; name of pharmacy and phone number; and a current date of the prescription.
3. All medications must be kept in the nurse's office. The only exceptions to this rule are prescription inhalers for asthmatics and epi-pens for those with severe allergic reactions. In order to carry inhalers or epinephrine, cadets must have written permission from their parents/guardians and written permission from their doctors on file in the nurse's office.

Cadets will not be sent home unless a parent or guardian has been contacted. If permission is granted by the parent or guardian, the cadet will be issued an early dismissal.

CHRONIC / SERIOUS ILLNESSES

Any cadet who needs to be excused from any physical education class (long term) must submit a physician's statement. Cadets who have been absent due to serious illness should be referred to the nurse before returning to class.

ACCIDENTS

In case of injury, however slight, it is essential that any accident be reported to the school nurse for two main reasons:

- ✓ To insure that proper medical care is given.

- ✓ To validate any future insurance claim.

EARLY DISMISSAL

Cadets should request an early dismissal in writing. An early dismissal request can be processed only with a note from a parent/guardian which includes all of the following information:

1. Cadet's name (legible)
2. Date and time the E.D. is requested
3. Reason E.D. is needed (should be an urgent/emergency reason)
4. Telephone number(s) where the parent/guardian can be reached between 8:00 am. - 10:00 a.m. so the request may be confirmed.
5. Parent's signature

Requests not confirmed by telephone may be denied. Parents/ guardians may contact the office to confirm the written request before 10:00 am. the day of the early dismissal if the parent cannot be reached by phone.

Excessive early dismissals will require a parent conference to explore alternatives. The student falsifying an early dismissal request will face disciplinary action.

INTERIM PROGRESS REPORTS AND REPORT CARDS

Interim Progress Reports are issued after the fourth week of each marking period. Report Cards are issued at the close of the ninth week of the marking period.

It is the responsibility of the Cadet to keep his/her parents informed of their academic progress. Parents may view grades and reports on the Home Access Center – directions on how to view this information are sent home with the cadet.

RELEASE OF STUDENT INFORMATION

Report cards test scores, and other correspondence regarding the child or the school will be sent **only** to the parent/guardian with whom the child primarily resides. The parent/guardian has the right to set up an appointment to come to the school to review the child's permanent record, unless there is a court order in the child's folder that prohibits the disclosure of this information. In addition, all formal documentation will reflect the name of the child indicated on the birth certificate. Name changes will only be granted with appropriate court documentation.

SCHOOL VISITORS

- 1) Parents/guardians and prospective cadets and their families are always welcome to visit the school;
- 2) If parents/guardians wish to meet with the Superintendent/Administrator or Teacher, they must make an appointment; and
- 3) For the protection of the student body, all visitors must sign in at the main office upon entering the building, and are not permitted to walk around the building without a staff escort.
- 4) All visitors must sign in at the Main Office and obtain a Visitor's Pass.

WITHDRAWAL

If a student wishes to transfer, the student's parents must complete a withdrawal form available from the Commandant.

REGULATIONS

No set of regulations can be exhaustive. Recognizing its responsibility to safeguard its good name and the welfare of its cadets, First State Military Academy reserves the right to respond as it sees fit to the actions of its cadets, even if those actions take place outside of school hours or off school property.

While the School does not hold itself responsible for offenses committed outside of its jurisdiction, conduct or an allegation of inappropriate conduct that might jeopardize the good name of FSMA, or which is of such a nature as to force the question of whether a student's presence at FSMA can reasonably be considered to be a potential threat to the safety or well-being of other cadets in the Academy, or which can reasonably be determined to interfere with the educational process, is cause for the Academy to request the withdrawal of a student. This withdraw may be requested whether the conduct or alleged conduct occurred on school property or at another location. Absent that withdrawal, FSMA reserves the right to expel a student. This includes, but is not limited to, any activity that results in police intervention. Cadets should be particularly aware of this when they are formally representing FSMA, and/or when they are guests at any other school or institution.

SECURITY

Under no circumstance is a cadet permitted in the parking area or at the vehicles without a pass from the main office. Cadets may not leave school property during the school day without authorization. The penalty for the first offense of leaving school property will be a minimum of five demerits and three days of detention. Additional sanctions may be imposed for subsequent incidents. Cadets assisting underclassmen in leaving school property may lose additional privileges including parking. Cadets are not to loiter in hallways, lobbies, lavatories or stairwells. Cadets are not to be in locker rooms during the school day unless it is related to their attendance in a PE class. Appropriate disciplinary action will be taken if cadets are found in these areas.

GENERAL INFORMATION

ATHLETICS

A copy of the Athletic Rules will be distributed by the coach to the cadets who participate on an athletic team. See the Athletic Director, for more information.

CHANGE OF ADDRESS

The school must be notified immediately of any change of address or phone number so that the school records may remain accurate. An original power bill or lease statement is required.

ELECTRONIC COMMUNICATION POLICY

Our role as educators is to prepare our cadets to live and work with computing technology and with electronic communication systems in a responsible, productive, legal, and ethical manner, and with the values that are part of the FSMA community.

Our goal in providing electronic information and communication skills is to give our cadets the fundamental computer skills required of citizens and employees of the 21st century.

Access--Access to FSMA's electronic communication systems is provided to cadets and members of the FSMA community as a tool in support of activities related to classroom learning. Access to network services is given to cadets who agree to act in a responsible manner, in compliance with the FSMA Acceptable Use Policy Agreement. Cadets are responsible for their behavior, actions, and

communications when using the school's network and computer technology. Cadets are responsible for the appropriateness and content of material they store, transmit, or publish on the system.

Netiquette-- FSMA cadets are expected to abide by the generally accepted rules of network etiquette. All communications and information accessible via the network are subject to general copyright laws.

Privileges--The use of electronic networks and computer technology is a privilege, not a right.

Privacy--Communication over networks should not be considered private. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should **not** expect that files will be private. All cadets and their parents/guardians will be required to sign an Acceptable Use Policy Agreement before systems are available.

EMERGENCY DRILLS

Proceed to indicated exits quickly, quietly, and in good order. Good order is to be maintained outside while waiting to return to the building.

LOST AND FOUND

If a student loses or finds articles such as clothing, jewelry, etc. he/she must report such occurrences to the main office.

PHOTOGRAPHS

During the year, all cadets will have the opportunity to have their pictures taken. Whether or not a student purchases the prints, the student must have his/her picture taken for the permanent record files and for identification cards. The ID card must be carried with the cadet during the school day and at all school activities.

SCHOOL CLOSINGS / LATE OPENINGS

Closings or late starts will be announced on the Delaware Department of Education by 6:30 a.m.

STATEMENT OF ASSURANCE

First State Military Academy shall comply, where feasible, with Title IX of the Educational Amendments of 1972 of Public Law 92-318, and all the pertinent regulations of the Department of Health, Education, and Welfare, issued pursuant to the Title, to the end that no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination of any educational programs or activity receiving federal funds.

ANTI-BULLYING POLICY

FSMA recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. FSMA strives to provide safe learning environments for all students and all employees.

PROHIBITION OF BULLYING

To further these goals and as required by 14 Del. C. 4112D, the Academy hereby *prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology*

of a school Academy or charter school from grades kindergarten through grade twelve. The Academy further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.

"School function" includes any field trip or any officially sponsored public or charter school event in the State.

"School property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school Academy or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

DEFINITION OF BULLYING

As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of

- Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
- Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

The Academy is committed to the adoption of a school-wide bully-prevention program that is research-based. In doing so, it will:

- Reduce existing bullying problems among students
- Prevent development of new bullying problems
- Achieve better peer relations and staff-student connections at school

Staff and students will work together on bully-prevention, and any incidences of bullying should be reported immediately to the Superintendent or Commandant. Action in response will follow the student code of conduct or the personnel policies approved by the school.

FIRST STATE MILITARY ACADEMY SIGNATURE DOCUMENT

Student Signature Required

I have read and reviewed the First State Military Academy Student Code of Conduct and agree that I will follow the policies and procedures as outlined. I understand that failure to abide by the policies and procedures as outlined may result in disciplinary actions.

Student Signature

Date

Print Student Name:_____

Parent/Guardian Signature Required

We/I have read and reviewed the First State Military Academy Student Code of Conduct with our/my child and agree that he/she will follow the policies and procedures as outlined. We/I understand that our/my child's failure to abide by the policies and procedures as outlined may result in disciplinary actions being taken.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

***Please have your student return this signed document to
his/her Block 1 teacher by DATEXXXX.***

Q

FACILITY
MATRIX

**FIRST STATE MILITARY ACADEMY
Campus Matrix Analysis Guide**

PROPERTY NAME

CURRENT OWNER(S)

LOCATION

PARCEL SIZE (ACREAGE)

COST PER ACRE

WATER, NATURAL GAS & SEWER AVAILABILITY

ACCESS

BUS

CAR

PUBLIC TRANSPORTATION

PEDESTRIAN

EXISTING FACILITY

REHAB COST ESTIMATE // PER SQUARE FOOT

BUILDING(S) AREA IN GROSS SQUARE FEET

CONVERSION AND ADAPTATION COSTS

NEW FACILITY

**CONSTRUCTION COST ESTIMATE // PER
SQUARE FOOT**

SITE IMPROVEMENT COSTS

PROJECTED OR STIPULATED BENEFICIAL OCCUPANCY

ATHLETIC FIELDS - DEVELOPMENT AND MAINTENANCE COSTS

TEMPORARY FACILITIES - OFF SITE OR SUPPORT STRUCTURES

PERMITTING PROCEDURES

LAND USE

PERMITTING PROCEDURES

**DEL DOT & MANDATED STUDIES
DNREC & STUDIES**

PLANNING ASSUMPTIONS

ENVIRONMENT

POLITICAL ENVIRONMENT & ABUTTERS

COST ESTIMATES

PROGRAM ESTIMATES

FACULTY FACILITIES

OFFICES AND CONFERENCE

SCIENCE FACILITIES

ASSEMBLY AMENITIES

INTERIOR AND EXTERIOR

OTHER AMENITIES

POTENTIAL ALTERNATIVES

SITE DEVELOPMENT CONSIDERATIONS

PARKING

INTERIOR ROADWAY

CIRCULATION

PHYSICAL SECURITY AND LIGHTING

ADVANTAGES

DISADVANTAGES

FINANCIAL IMPACTS

FINANCIAL COSTS

CAPITAL, START UP, RECURRING

LEASE CONSIDERATIONS

SHORT TERM (3-5 YEARS)

LONG TERM (5 YEARS & BEYOND)

R
TRANSP.
CONTRACT
LIR

TRANSPORTATION CONTRACT BETWEEN *
AND
HILTON BUS SERVICE, INC.

This agreement between Hilton Bus Service (hereafter called the CONTRACTOR) and * (hereafter called *) for the 2011-2012 school year.

WHEREAS, * desires to engage the CONTRACTOR to render certain technical or professional services hereafter described.

NOW, THEREFORE, the parties do mutually agree as follows:

1. Employment of the CONTRACTOR, * hereby agrees to engage the CONTRACTOR and the contractor hereby agrees to perform the services hereinafter set forth.

To transport elementary, middle and high school aged students to and from school for 174 days of school sessions beginning August 23 and ending approximately June 6.

2. Area Covered. The CONTRACTOR shall perform all the necessary services provided under this contract in connection with and respecting the State of Delaware or component parts thereof.

3. Scope of Services. The CONTRACTOR shall do, perform, and carry out in a satisfactory and proper manner, as determined * the services identified in the contract. Tasks may be redefined by mutual agreement, according to the project need.

4. Personnel.

a. The CONTRACTOR represents that it has, or will secure at its own expense, all personnel required in performing the services under the Contract.

b. All of the services required hereunder will be performed by the CONTRACTOR.

c. None of the work or services covered by this CONTRACT shall be subcontracted without the prior approval of *.

d. The CONTRACTOR must insure that all personnel having direct contact with students have a current PPD/TB test and a criminal background check completed and on file prior to employment. Employment is contingent upon these being completed.

5. Method of Payment. It is agreed that the contractor shall earn a total of \$ *to be determined*. That payment shall be in ten payments of \$ *undetermined*, providing the parameters of the contract are met.

6. Termination of Contract for Cause. If, through any cause, the CONTRACTOR shall fail to fulfill in timely and proper manner its obligations under this Contract, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Contract, * shall thereupon have the right to terminate this Contract by giving written notice to the CONTRACTOR of such termination and specifying the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs, and reports or other materials prepared by the CONTRACTOR shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and materials.

7. Termination for Convenience of * or CONTRACTOR. * or Contractor may terminate this Contract at any time by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least thirty (30) business days before the effective date of such termination. In the event, all finished or unfinished documents and other materials as described in Paragraph 6 above shall, at the option of * become its property, subject to the provisions of Paragraph 13, hereof. If the Contract is terminated by * as provided herein, the CONTRACTOR will be paid for actual hours of work performed under the Contract and the appropriate related expenses incurred prior to the effective date of such termination. If this Contract is terminated due to the fault of the CONTRACTOR, Paragraph above, relative to termination shall apply.

8. Changes. * may, from time to time, require changes in the scopes of the services of the CONTRACTOR to be performed hereunder. Such changes, which are mutually agreed upon by and between * and the CONTRACTOR, shall be incorporated in written amendments to this Contract.

9 Assurances. The CONTRACTOR hereby assures and certifies that:

a. It possesses legal authority to enter into this Contract; that a resolution, motion or similar action has been duly adopted or passed as an official act of the CONTRACTOR's governing body, authorizing the execution of this Contract, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the CONTRACTOR to act in connection with the Contract and to provide such additional information as may be required.

- b. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
10. **Interest of Members of *.** No officer, member, or employee of * and no members of its governing body, and no other public official of the governing body of the locality or localities in which the project is situated or being carried out who exercises any functions of responsibilities in the review or approval of the undertaking or carrying out of this project, shall participate in any decision relating to this Contract which affects his/her personal interest or the interest of any corporation, partnership, or association in which he/she directly or indirectly interested or have any personal or pecuniary interest, direct or indirect, in this Contract or the proceeds thereof.
- 11 **Assignability.** The **CONTRACTOR** shall not assign any interest of this Contract, and shall not transfer any interest in the same (whether by assignment or notation), without the prior written consent of * thereto; provided, however, that claims for money due or to become due to the **CONTRACTOR** from * under this Contract may be assigned to a bank, trust company or other financial institution without such approval. Notice of any such assignment or transfer shall be furnished promptly to *.
- 12 **Interest of CONTRACTOR.** The **CONTRACTOR** covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Contract. The **CONTRACTOR** further covenant that in the performance of this Contract, no person having any such interest shall be employed.
- 13 **Findings Confidential.** Any reports, information, data, etc., given to or prepared or assembled by the **CONTRACTOR** under this Contract which * requests to be kept as confidential shall not be made available to any individual or organization by the **CONTRACTOR** without the prior written approval of *.
- 14 **Officials Not to Benefit.** No Members of our Delegate to the Congress of the United State of America, and no Resident Commissioner, shall be admitted to any share or part hereof or to any benefit to arise herefrom.
- 15 **Identification of Documents.** All published reports, and other documents completed as part of this contract, including public information notices

and press releases, other than documents exclusively for internal use, shall clearly specify that the report or program has been funded by * and where applicable, also by the related Federal agency. It will also be the responsibility of the CONTRACTOR to secure a document control number from * prior to the printing of any official document or report that will be prepared under this Contract.

By: October 1, 2009

16 Access to Records and Right to Audit.

The CONTRACTOR agrees that the State Auditor, the State Comptroller General, or any of their duly authorized representatives, shall, until the expiration of three years after expenditure of funds under this Contract, have access to and examine directly any books, documents, papers, and records of the CONTRACTOR which are directly pertinent to this Contract, for the purposes of making audit, examination, excerpt, and transcriptions.

In witness thereof, the Said Contractor and the Said Agent have caused this contract to be executed the day and year signed below:

HILTONS BUS SERVICE

October 1, 2009

Authorized Signature

*** SCHOOL**

Authorized signature